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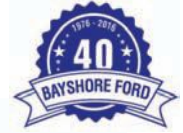


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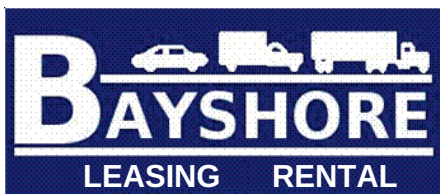


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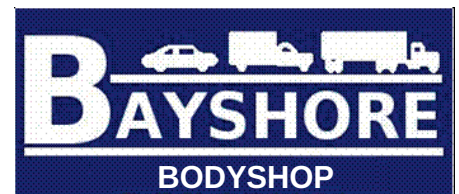


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BY BASHA SILVERMAN

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LEARN AND GROW TOGETHER



William Wagner | President
Seth J. Katzen | Chief Executive Officer

Welcome to the Education issue of *j-VOICE Monthly*. Our community is fortunate to have Jewish educational opportunities available from baby to *bubbe*. The Jewish Community Campus serves as the center of Jewish life in Delaware – both the Siegel JCC’s Early Childhood Center (ECC) who serves pre-school children and the Albert Einstein Academy (Einstein Day) serving K-5 students help forge a solid foundation in Jewish education and culture. In addition, you can find two BBYO chapters on campus every Wednesday evening during the school year providing a connection to our teens as well as chapters in Newark and West Chester, PA with a new chapter developing in Rehoboth Beach. Our community also has a C-Teen program for teens who meet on alternating Tuesday evenings as well.

Federation’s successful PJ Library program provides free books and music of Jewish content every month to children ages six months to age 11. We now have more than 430 subscriptions throughout the State. Our community also participates in the One Happy Camper (OHC) program that helps send children to first-time Jewish overnight camp. This summer we will send our 70th OHC child from Delaware who will benefit from these invaluable Jewish experiential education experiences.

College students attending the University of Delaware have access to UD Hillel or UD Chabad for making Jewish connections on campus as well as enhancing their education through an active Jewish Studies Program. Jewish fraternities and sororities as well as other Jewish student groups are also opportunities to enhance undergraduate experiences.

There are also myriad adult educational opportunities available through the Siegel JCC including the Delaware Valley Learning Institute (DVLI) and ongoing cultural programs. Federation’s JCRC provides our FED Talk series to stimulate Jewish hearts and minds. The Halina Wind Preston Holocaust Education Committee (HEC) coordinates interfaith, educators and law enforcement trips to the US Holocaust Memorial Museum as well as our community Yom Hashoah program. Federation’s Israel & Overseas Committee hosts an annual Israel Film Series and Yom Ha’Atzmaut community celebration. Our Community *Shlichah* also builds a living bridge between Delaware and Israel.

We would be remiss if we did not reference our award-winning monthly publication, *j-VOICE Monthly* or our weekly electronic supplement, *j-VOICE Weekly*. Both vehicles provide thought-provoking content in addition to relevant news and information to members of the community.

Outside of Federation and our beneficiary agencies, Delaware has seven synagogues throughout the state to enhance Jewish connections and educational opportunities. By working together, we are able to ensure Jewish life survives and thrives in our community.

Last month we published our annual *Shalom Delaware Jewish Community Guide to Life in Delaware and the Brandywine Valley*. We’ve maintained a magazine-style format with glossy pages throughout to improve the legibility and clarity of images. We doubled the circulation of this annual issue to reach more homes and connect with more people in telling our story in a compelling and engaging manner.

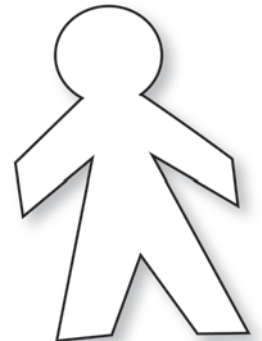
We Grow Stronger **TOGETHER**.

PROCLAIMED GOODNESS: WHERE DO WE STAND?



"America is great because she is good and if America ceases to be good, she will cease to be great."

ALEXIS DE TOCQUEVILLE
French Statesman



By John Elzufon
Co-Chair, Jewish Community Relations Committee

As I write this column, immigrant families are being detained at our southern border and, based on present administration policies, some families are being separated with innocent children the primary victim – which makes this policy particularly odious.

The image of families being separated reminds me of the fate of the Jewish families in the 1940s upon detaining at Auschwitz. Some went to their death; others to slave labor and prostitution. The separation of families was a gruesome reality of the Holocaust.

To be sure, what is happening at our southern border now does not approach the grotesqueness of the Holocaust, but the fact that an analogy, even arguably remote, can be made is beyond disturbing and contrary to everything for which this country stands.

More than 150 years ago the French statesman, Alexis de Tocqueville, toured America to study our way of life. He concluded that America's greatness was not based on its natural resources, its commerce, or its Constitution. Rather, it was not until he went into America's houses of worship and heard its pulpits flame with righteousness that he understood the secret of our genius and power. He observed:

"America is great because she is good and if America ceases to be good, she will cease to be great."

How can we now claim to be good?

The immigration problem is not a Democratic problem or a Republican problem. It is an American problem. The Administration must immediately reverse its policies which result in this immoral separation and members of both parties must then work on appropriate legislation for a long term solution.

NYLC MISSION TO MOROCCO AND MADRID

By Lauren Danneman



George and Lauren Danneman (center). PHOTO COURTESY OF G. DANNEMAN

Why do we give to communities outside the United States and Israel? Where do our dollars go when we give to overseas communities?

I served on the Israel and Overseas Committee of the Jewish Federation of Delaware for several years and this past April was given the opportunity with the National Young Leadership Cabinet of Jewish Federation of North America (Cabinet) to visit Morocco and Madrid and see where our overseas dollars go. This was my first Federation mission and I was excited to see how our dollars are being used. Morocco and Madrid both have ancient Jewish communities that date themselves back to the first Temple. Morocco has had a consistent Jewish community, but Spain had a gap of 400 years of no Jews. Today, both communities are thriving in their own right because of our overseas dollars.

The first half of our trip was spent in Morocco visiting the Jewish day schools (two elementary and one high school), the senior home, the Jewish quarter, Kosher bakery, the cemetery, the JCC, and the Synagogues. The usual places you expect to visit on a Jewish tour except that this tour was to the only Jewish community to openly exist in a Muslim country. We had the opportunity to hear a panel of Jewish and Muslim students speak about working, living and studying together, and how easy it is to co-exist together. The theme of co-existence between Jews and Muslims is something that we saw throughout our stay in Morocco.

We visited the Alliance Narcisse Leven Primary School. This school has 108 students, with a 40/60 Jewish/ Muslim population. The students learn Hebrew, Jewish holidays, Arabic, and take secular classes. We visited with the 5th grade class and they sang to us in Hebrew, HaKohélet, and in English, *We Are the World*. We then went outside and played holiday games and danced to Israeli music.

Watching the children and adults dance, reminded me that we could be in Wilmington, Madrid, Tel Aviv, or Casablanca; thanks to our overseas dollars this school exists so these kids can dance in Casablanca. All Jewish schools need our funding to help our children strive to be the best they can be and help them carry on Jewish traditions.

From Casablanca we flew to Madrid to see a different community. Madrid's community dates back to the time of King David and only has been broken due to the Inquisition and exile from 1492—early 1900s. Jews started returning to Spain in the early 1900s. Today, there are 15,000 Jews in Madrid and Barcelona. You will find all different types of Jews.

While visiting the ORT Jewish Day School in Madrid, we had the chance to see how the community is growing and prospering through the next generation. The school has over 400 children from pre-school through 12th grade. I met a student from Puerto Rico who immigrated to Madrid and enrolled in the school. He told us that he gained his Jewish identity from the school which emphasized to us the importance of Jewish day schools. I was so impressed with the school and the children's accomplishments. At the end of the day, we celebrated Kabbalat Shabbat, with the entire school, initially led by the preschoolers, and the Israeli acapella group, Kippah Live, which was both beautiful and energizing.

Traveling to Morocco and Madrid on my first Federation mission has given me the opportunity to see where our overseas dollars go and I am so proud that our Federation invests in the Jewish communities overseas. Our Federation supports children, schools, young adults, seniors, and JCCs here in Delaware and across the World. For those of you who support Federation, Thank You! For those of you who are thinking about supporting Federation, your donation is in good hands.

10TH ANNUAL INTERNATIONAL PJ LIBRARY CONFERENCE SHOWS EXCITEMENT AND GROWTH



By Elisha Caplan
PJ Our Way Chair

Hundreds of PJ Library professionals from across the U.S., Canada, Israel, Great Britain, South Africa, and Australia danced, sang, and cheered around octogenarian philanthropist Harold Grinspoon while music from Jewish Rock Radio blasted on the speakers during my last morning at the 10th Annual International PJ Library Conference this past May in Springfield, Massachusetts.

I have to admit, at first, I was a little thrown off by the scene. But the more I thought about it, I realized there's a pretty good reason to make a big deal about Harold – he's accomplished an awful lot over the past ten years.

In 2008, after a chance encounter with Dolly Parton on an airplane, she shared her idea for her Imagination Library literacy program, and Harold decided that every Jewish child deserved the gift of their own library of Jewish books. What started with the Grinspoon Foundation gifting 200 books per month to children signed up for PJ Library in Western Massachusetts has grown to an international mega-program. The Grinspoon Foundation and philanthropic partners that include Jewish Federations and donors in communities like ours, provide free Jewish books and music to over 180,000 subscribers in no less than one dozen countries around the world, and at least four languages! That's over 2 million books *per year* that PJ Library is gifting to children between the ages of 6 months and 12 years old. Amazing!

My son Sam and I had the privilege to attend this most recent PJ Library conference as presenters – I was invited to share the story of how our Delaware PJ Our Way leadership started up the first ever volunteer-led PJ Our Way Design Team, and Sam was invited to serve on a panel with three other PJ Our Way Design Team members from other communities, sharing what he loves about being on our local Design Team. From the moment PJ Our Way Engagement Officer

Saskia Swenson-Moss first mentioned her idea of bringing Sam and me to the conference, I knew that it would be an incredible opportunity, especially for Sam, to see what other kids are doing in their communities and to be treated as an authority on something he knows a lot about. He worked the halls of the conference like a seasoned networker, learning about STEM-based PJ Our Way programming in Sacramento, talking to the folks at the UK PJ Library table about his favorite British chocolates, and getting PJ Library and PJ Our Way books autographed for his brother after meeting the authors.

After a good five years away from PJ Library conferences, but the past several years pretty deeply involved as a volunteer in our own PJ Library and PJ Our Way programs in Delaware, it was refreshing and invigorating to get ideas and insights about what has worked well in other PJ communities from other volunteers and PJ professionals, and it was also stunning to realize how PJ Library has evolved since the very early days, when I first got to know PJ and learn about that rock star, Harold.

Ten years ago, I launched PJ Library in Ann Arbor, Michigan, and I can still remember cold-calling young parents to ask them whether they might consider signing up for this new program that would provide free Jewish books and music to their little ones. It was *not* a given that they would say yes and sign up! Not only has the program expanded to include way more children, but PJ Library now has a streaming radio station and app, two (US) websites, including the highly interactive PJ Our Way website that encourages tweens to choose and review books on their own, and our own PJ Our Way Design Team has even created their own podcast. PJ Library professionals and volunteers have come up with so many interesting and increasingly sophisticated ways of engaging children, tweens, parents and grandparents, through programs like Donut tower-building contests at Hanukkah, Grandparent and Me events, PJ mitzvah fun runs, Mexican-themed Shabbat fiestas and so on.

Now that we've been home for a couple of months, and we've had the time to digest what we learned and even follow up with some of the folks we met, Sam and I have both been sharing ideas for PJ Library and PJ Our Way Delaware inspired by our conference experience, and we are both as excited as ever by PJ. Do you know someone who would like to get PJ Library or PJ Our Way books and music? I promise they won't regret signing up --- www.pjlibrary.org – check it out!

PJ Our Way Design Team: MEDIA SKILLS AND FRIENDSHIP FOR TWEENS

By the PJ Our Way Design Team: Adeline, Alaina, Miriam, Morgan, Sam, and Sophia

If you know tweens, you know that we like to do things “our way.”

PJ Our Way is the next step after PJ Library, for kids ages eight and a half through eleven, so it gives us more of a say over the Jewish books we choose and projects we can do with the books. A lot of the content for the PJ Our Way website is even created by kids on a national design team. Recently, some cities have started their own local design teams, and Wilmington is one of them! Wilmington has the first parent-led design team in the country, with Elisha Caplan, Jamye Cole, and Liz Platsis as our advisors. In May, one of our design team members, Sam Caplan, presented at the International PJ Our Way Conference to tell everyone what we’ve been up to here in Wilmington.

Our goal this year was to learn new media skills, so we learned about podcasting, blogging, making videos with a green screen, and writing for print journalism—you’re reading the result of that lesson right now, because Jaidy Schweers, *j-VOICE* editor, visited us and taught us about writing articles. For each topic we learned about, we had a guest from our Jewish community come and share their knowledge and experience with us. Jess Kupferman has her own podcast called Lady Business Radio, about women entrepreneurs,



PJ Our Way Scavenger Hunt PHOTO BY JAMYE COLE

and she helped us make a podcast about our favorite PJ Our Way books. Dr. Nigel Caplan is a blogger and teaches English as a Second Language at the University of Delaware, and he taught us how to write a blog. Zach Platsis is an engineer, and he brought in a green screen and taught us how to make videos with fun backgrounds. For our last session this year, we met with PJ Our Way author Erica Pearl on a Skype call and interviewed her about what it’s like to be a writer. Meeting these professionals from the Jewish community has been inspiring, and we’ve learned a lot of new media skills along the way. We also learned that we really like rainbow bagels, and the other yummy treats we had at our meetings!

One of the best things about PJ Our Way Design Team, aside from the food, the books, and the skills we learned, was making new friends. We don’t all go to the same schools or the same synagogues, and the PJ Our Way Design team gave us opportunities to spend time together and get to know each other better. All of the PJ Our Way kids even went on a limousine scavenger hunt around the city of Wilmington, which you can find out more about by checking out our blog. We’re looking forward to another exciting year of adventures starting in the fall, too. Since our design team is always going to be “our way,” you’ll just have to wait and see what we’re going to do next!

Go to the PJ Our Way section of Federation’s website, and you can see our blogs, podcasts, and videos. shalomdelaware.org/what-we-do/pj-library-pj-our-way/design-team-blog.html



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Throwback Delaware



The JCC Preschool has been providing inventive, quality educational programs for the Jewish community for nearly 70 years! This article from the December 6, 1968 issue of the Jewish Voice describes innovative work with kindergarten classes. Were you in the class in 1968? Visit the Jewish Historical Society of Delaware's website at JHSDelaware.org/jewish-voice to see additional photos of the JCC kindergarten fifty years ago.

– Gail Pietrzyk
Archivist, Jewish Historical Society of Delaware

DECEMBER 6, 1968

JCC Preschool Pioneers with Team Teaching in Kindergarten



1968 JCC Kindergarten PHOTO PROVIDED BY JHSD

As the Jewish Community Center Preschool approaches its second decade, its program and techniques keep pace with the advancing calendar.

This year for the first time the school is employing team-teaching on the kindergarten level. The arrangement works exactly as it sounds; two teachers jointly share responsibility for the long-range planning and daily activities of a single group of students. Each child in the class actually has two teachers; parent conferences prior to the opening of school and at the mid-year are scheduled with both teachers.

The team-teaching technique has been used

successfully at the elementary level for some time now, but according to Mrs. Martin Yalisove, JCC Preschool Director, this is the first time that the arrangement has been employed at the kindergarten level in the Wilmington area as far as she knows.

The obvious advantage of the team technique is the individual attention and instruction it can provide. The presence of two teachers permits a flexible program that can be altered at the discretion of the teachers as changing conditions dictate.

The Center's move into the team-teaching field followed consultation with Marvin Balick, principal of

the Lora Little Elementary School and with the Preschool Committee members, chaired by Mrs. Roger Pernick.

Once the decision was made, the Center set about to implement it with the proper teaching materials. The Campsite Manor House provides a room large enough for the different and changing groups the different and changing groups that are basic to team teaching. Special trapezoidal tables were purchased to facilitate the constant regrouping. Special screens and combination bulletin board-blackboards are the "walls" that separate groups engaged in different activities. Groupings differ for different activities and are often the product of random selection. They are constantly changing; as one child completes a workbook assignment in math readiness, he moves to another group that is reading aloud. At the same time, one child may be receiving individual instruction.

From the standpoint of economics, team-teaching is costly. Last year the Preschool had two kindergarten classes with 20 children and one teacher in each section. This year the two kindergarten teachers, working as a team, have a class of 30 children, ten less than last year's enrollment.

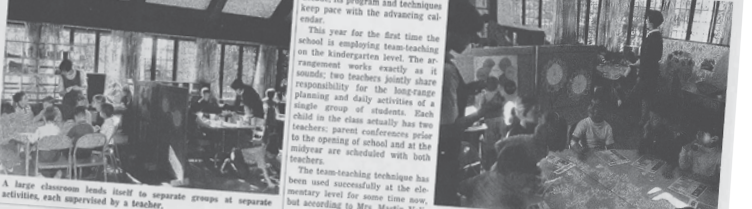
Do the educational benefits of team teaching outweigh its expense? Although the evidence will not be in for final evaluation until the end of the school year, Deane Kattler and Edna Chaikin, the kindergarten "team," would vote "yes." But he emphasized the flexibility the system provides, enabling them to work with a small group or an individual child at a moment's notice. The children have the experience of being part of a large group, but the individual child does not have to be turned away with a "Not now-I'm too busy."

Although in some descriptions of team-teaching, each teacher concentrates on her "specialty," Deane and Edna are generalists, doing everything. In this way, each child fully relates to two adults who can evaluate and meet his needs.

Team-teaching requires close planning between the partners, but Mrs. Kattler says, "It's so much more interesting." She and Mrs. Chaikin plan loosely "from holiday to holiday," more specifically each week and faithfully evaluate each day and organize the next at the end of the session or before the start of the next. They believe that their close cooperation and interchange of ideas has made them more effective teachers.

The place of team-teaching in the future program of the JCC Preschool is uncertain. Next year, with the introduction of public kindergartens in the suburbs, the Preschool will offer classes for three and four year olds only. Perhaps a refinement of the team teaching technique can be equally advantageous for younger children, but a good deal of thoughtful analysis lies ahead for Mrs. Yalisove and her staff before that decision is made.

JCC Preschool Pioneers With Team Teaching In Kindergarten



A large classroom lends itself to separate groups at separate activities, each supervised by a teacher.

As the Jewish Community Center Preschool approaches its second decade, its program and techniques keep pace with the advancing calendar.

This year for the first time the school is employing team-teaching on the kindergarten level. The arrangement works exactly as it sounds; two teachers jointly share responsibility for the long-range planning and daily activities of a single group of students. Each child in the class actually has two teachers; parent conferences prior to the opening of school and at the midyear are scheduled with both teachers.



A closer look at one group playing "Picture Bingo" shows the trapezoidal tables that were specially purchased for the kindergarten program.

Jewish Congressional Candidates Win Races

WASHINGTON (JTA) — There will be no change in the size of the Jewish contingent in the 91st Congress. All the Jewish members of the House in the old Congress were re-elected with the exception of Rep. Herbert Tamm, who was defeated by Allan K. Lowenstein, a young Democrat, who sparked the McCarthy anti-war campaign.

Two Jewish members of the Senate, Jacob K. Javits, New York Republican, and Abraham Ribicoff, Connecticut Democrat, won re-election by large margins. Sen. Ernest Gruening, Alaska Democrat, was defeated in the primaries for re-nomination and failed in a write-in attempt.

All the Jewish Congressmen are Democrats except Rep. Seymour Halpern, New York Republican, elected from New York City. Rep. Emanuel Celler, 80, was re-elected to his 24th term and will continue to serve as dean of the House. New York Congressman re-elected include Reps. Collier, Leonard Farber, Seymour Halpern, Lester Ross, Paul, James Scheuer, Joseph Gilbert and Richard Ottinger. Ottinger, a Jewish Congressman re-elected, was Rep. Sidney Yates, Illinois; Charles Jackson, New Jersey; Sam Eilberg, Pennsylvania.

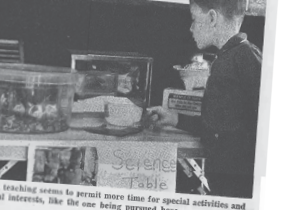
Judge Frank Licht, a prominent member of the Providence Jewish community, won election as Governor John J. Shadoff, defeating the Governor-elect, who is 82, was an Associate Justice of the Superior Court of Rhode Island and he has served for many years as vice president of the General Jewish Committee of Providence and as co-chairman of the National Conference of Christian and Jews.

JEWISH COMMUNITY CENTER OF WILMINGTON Committee Chairman for 1968-69

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JCC PRESCHOOL ONE opening in a 4-year-old class will be available in January. (Child must be 4 years old on or before December 31 to be eligible.) For information, call Preschool office, 764-0501. All other classes fully enrolled.

In the educational benefits of team-teaching outweigh its expense? Although the evidence will not be in for final evaluation until the end of the school year, Deane Kattler and Edna Chaikin, the kindergarten "team," would vote "yes." But he emphasized the flexibility the system provides, enabling them to work with a small group or an individual child at a moment's notice. The children have the experience of being part of a large group, but the individual child does not have to be turned away with a "Not now-I'm too busy."



Team-teaching seems to permit more time for special activities and special interests, like the one being pursued here.



Even with new techniques, boys and girls have no trouble recognizing their traditional rice.



Another tradition still honored is that of sharing tasks in the classrooms.

Photographs by Martin and Steven Yalisove

Kennards
of Delaware
FASHIONS FOR THE FAMILY AND HOME



The full version of this article can be found at: jhsdelaware.org/jewishvoice.
You may also contact us at: info@jhsdelaware.org for more information.

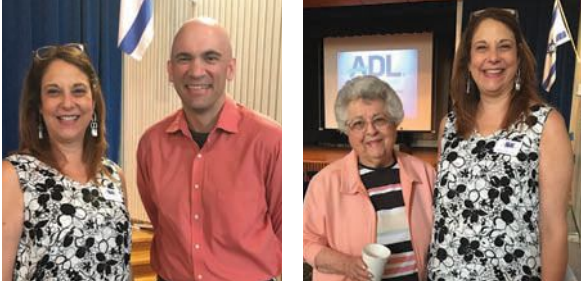


Jewish Historical Society of Delaware is an Affiliated Organization of Jewish Federation of Delaware.

JCRC FEDTALKS

PHOTO BY JFD STAFF

On Tuesday, May 15, JCRC Fed Talk with the ADL's Robin Burstein focused on the rise of anti-Semitism locally and abroad.



ABOVE LEFT: Robin Burstein, ADL, and David Stradley of Delaware Shakespeare Co ABOVE RIGHT: Faith Brown with Robin Burstein, ADL

JFNA RETREAT

PHOTO CREDIT: JFNA



Robin Kauffman Saran, Suzanne Grant, and Connie Sugarman at JFNA National Women's Philanthropy Board Retreat in New York, June 5-7

CREATE A JEWISH LEGACY

PHOTO BY JFD STAFF

Attendees at the Create A Jewish Legacy program on Thursday, May 17 learned why everyone needs an estate plan; from how to pay for medical and education expenses, to lifetime charitable gift techniques.



Seth Katzen, CEO of Jewish Federation of Delaware; guest speaker, Jordon Rosen of Belfint, Lyons & Shuman; and our guest Speaker, Richard Levine, Create A Jewish Legacy Program Chair

ISRAEL & OVERSEAS

PHOTO BY JFD STAFF



Our Israel & Overseas Committee met on Wednesday, May 17, to review and celebrate the past year's achievements. We thank the leadership of Co-Chairs, Michelle Margules and Gael Syzmanski, the Committee and Community Shlichah, Dana Berman, for building a living bridge between Delaware and Israel.

JEWISH NATIONAL FUND BREAKFAST

PHOTO CREDIT: JEWISH NATIONAL FUND-USA



Ambassador Daniel Ayalon speaking at Jewish National Fund's Breakfast for Israel about the peace process and the challenges in the Middle East



Russell Silberglied received a Certificate of Appreciation from Jewish National Fund Delaware Board President Joel Friedlander

JFD 83rd ANNUAL MEETING PHOTOS BY JAIDY SCHWEERS



On June 7, 2018 Jewish Federation of Delaware celebrated it's 83rd Annual Meeting, where the 2018-2019 Slate of Officers was announced along with honoring award recipients Suzanne Grant with the Irving S. Shapiro Community Builder Award, Elisha Caplan with the Gilbert J. Spiegel Young Leadership Award, and Dana Berman with a Special Recognition Award. JFD also distributed the 2017-2018 Gratitude Report - our Annual Report to the Community, highlighting our achievements and successes this past fiscal year.



ABOVE LEFT: Bob Aerenson and Sissy Aerenson
 ABOVE MIDDLE: Syou Syou Tucker
 ABOVE RIGHT: Barbara Blumberg and Gael Szymanski



ABOVE LEFT: Suzanne Grant and Richard Levine
 ABOVE MIDDLE: Ruth Ann Gerr and Errol Gerr
 ABOVE RIGHT: Seth Katzen and Bill Wagner



ABOVE LEFT: Michael Sigman and Linda Sigman
 ABOVE MIDDLE: Jenn Steinberg, Tessa Steinberg, and Dylan Steinberg
 ABOVE RIGHT: Ivy Harlev and Brent Saliman



ABOVE LEFT: Agency Executives, Ivy Harlev, Donna Schwartz, Rabbi Jeremy Winaker, Basha Silverman, and Karen Friedman
 ABOVE MIDDLE: Dana Berman, Gael Szymanski, and Connie Sugarman
 ABOVE RIGHT: Elisha Caplan, Nigel Caplan, Sam Caplan, Aidan Caplan

DANA'S SEND OFF BBQ



We celebrated Community *Shlich*a, Dana Berman, on June 20th at the Siegel JCC outdoor pool area. Dana has built a living bridge between Delaware and Israel the past three years and we will miss her dearly. We say *L'hitraot* (see you soon) as opposed to saying goodbye.



1 Suzanne Grant, Dana Berman, and Nicole Terranova PHOTO CREDIT: DONNA HARLEV **2** Richard and Marilyn Levin, Dana Berman, John Elzufon, and Lena Elzufon PHOTO CREDIT: DONNA HARLEV **3** Liran Abekasis, Illana Abekasis, Hedy Mintz, and Dana Berman PHOTO CREDIT: DONNA HARLEV **4** Guests enjoying the party PHOTO CREDIT: DONNA HARLEV **5** Miri Schoenberg PHOTO CREDIT: WENDY BERGER

UD HILLEL PHOTO COURTESY OF UD HILLEL



UD Hillel welcomes new staff



PJ LIBRARY SUMMER

PHOTOS BY JAMYE COLE



PJ Library has been having fun at the pool ...and at the playground.

SIEGEL J: UNLOCKING THE SUMMER

PHOTOS BY DONNA HARLEV



- 1** Caryl Marcus-Stape at our Craft Bash Kick Off Guest Bartender Night
- 2** Barbara Weiner Emerging Leadership Award recipient Jameson Tweedie and family at the Annual Meeting
- 3** Adam Marmon winning the grand prize at our Golf Ball Drop Fundraiser
- 4** Ivy Harlev and Selma Barshay at our Elder Abuse Prevention event
- 5** Wendi Weingartner presenting the Community Leadership Award to JFS CEO Basha Silverman at the Siegel JCC's Annual Meeting
- 6** Gina Schoenberg, Attorney General Matthew P. Denn, and Jillian Lazar at our Elder Abuse Prevention event
- 7** J staff members at our new snack bar!
- 8** Campers and staff joking around at Camp JCC Week 1!
- 9** Dave Parris, Wendi Weingartner, and Aris Kufasimes at the J's first Golf Ball Drop Fundraiser during our Member Appreciation celebration
- 10** Community members enjoying a BBQ dinner on the outdoor pool deck

EINSTEIN ACADEMY



1



2



3



- 1 Einstein Alumni strike a Star of David pose at Talia S's Bat Mitzvah
PHOTO BY JEREMY WINAKER
- 2 Einstein's Rabbi Jeremy Winaker at Harvard Graduate School for Education's LEV Institute PHOTO BY PESHA KLETENIK
- 3 Einstein former classmates now teachers, Ilana Abekasis and Sarah Alexander PHOTO BY ELLY ALEXANDER

AKSE TIME CAPSULE EXTRACTED

On June 3, 1962, before the completion of the new AKSE synagogue building, a time capsule was placed in the cornerstone between the large concrete tablets of the Ten Commandments facing Washington Blvd. On June 12, 2018, 56 years later, the time capsule was extracted. On the next day, June 13th, the contents of the time capsule were revealed before our annual congregational meeting. Special thanks to Paula Gordon for coordinating the project.



1



2



3

- 1 Gail Pietrzyk, Jewish Historical Society of Delaware archivist, photographs Lena Elzufon holding the picture of her family standing in front of the cornerstone at the 1962 ceremony
PHOTO BY JESSICA BERLIN
- 2 Paula Gordon holding the newly extracted capsule, flanked by Howard Berlin and Lena Elzufon, who were both present when the capsule was originally placed in 1962
PHOTO BY JESSICA BERLIN
- 3 At the Time Capsule Reveal on June 13th, congregants take a closer look at the time capsule contents.
PHOTO BY BRAD GLAZIER PHOTOGRAPHY

EINSTEIN RECEIVES GRANT TO ENHANCE PJ LIBRARY

By Einstein Staff

What is better than a good book, a fun craft project, and quality family time together? All of the above with Einstein educational programming and an expanded social network!

Thanks to the AVI CHAI Foundation and the Harold Grinspoon Foundation, Albert Einstein Academy and PJ Library at Delaware and the Brandywine Valley received grant funding through Prizmah's Day School Engagement and Enrollment Initiative (DSEE) to provide exactly these kind of enhanced experiences for our community.

Imagine, going to a series of museums for stories, learning, and socializing. Imagine, an author night to laugh about being Jewish mothers. Imagine, a performance of PJ Library music in a concert venue with Einstein students as an opening act. Imagine a Tot Shabbat with electric guitar, prayer props, and of course treats. Imagine, Jews getting an introduction to our community because we can go to them.

In applying for the DSEE grant, Einstein's Rabbi Winaker and Jewish Federation of Delaware's Jamye Cole played out a year's worth of new or upgraded activities. We do not have to imagine any more. The ideas above are part of a plan that PJ Library and Einstein will do together. PJ Library will benefit from Einstein's educational expertise, and Einstein will get to introduce itself to more of PJ Library's constituency, maybe even help it grow.

As Prizmah puts it on their website: "PJ Library knows what it takes to engage young families through low-barrier programming, and is trusted among families across denominations and demographics. By partnering with PJ Library, day schools gain access to families they would otherwise have difficulty reaching."

DSEE is coming to our community out of an explicit desire to reach small to mid-size Jewish communities with small Jewish day schools. "DSEE has an impressive track record in helping boost enrollment at Jewish day schools. More than a dozen schools have already used



Einstein Alumnus Ben A. reads a PJ Library Book at the Siegel JCC Pool PHOTO BY JULIA FORESTER

DSEE programs to expand their enrollment pipeline. Over the course of two years, sixteen schools have reported enrollment increases, with many between 2-8 new enrollments from families that were introduced to the school through a DSEE program. Schools reported even higher levels of enrollment from families that were known to the school and enrolled after attending DSEE programs." We are so excited that Einstein and the Delaware Jewish community will benefit from this grant and the programming opportunities it provides.

Stay tuned for information about DSEE events and be sure to spread the word: Jewish education is expanding this year!



Albert Einstein Academy is a Beneficiary Agency of Jewish Federation of Delaware.

EVERYTHING I EVER NEEDED TO KNOW ABOUT JUDAISM, I LEARNED IN PRE-K

By Nicholas Tavares
Program Coordinator,
Early Childhood Center, Siegel JCC



Purim 2018 PHOTO BY DONNA HARLEV

“Hamotzi lechem min haaretz...” the first words I heard in Hebrew sung at the Siegel JCC, Early Childhood Center in Wilmington, Delaware.

I knew when I was hired by the JCC that I was going to experience the Jewish Culture, but I was not prepared to experience it right away. I never thought twice about the differences in religions. All I knew was that I was a New Englander that was born and raised in the Catholic faith. I was baptized, received my first Holy Communion and Confirmation. I went to a Catholic School, was an altar boy for a good majority of those years, and I KNEW the mass like the back of my hand. But because Catholicism was so indoctrinated into my life, I was really thrown off at that first lunchtime experience at the ECC.

I did not keep my Catholic upbringing a secret when applying and interviewing; quite the opposite actually. I made it a point to discuss my lack of knowledge with the Jewish culture. But, that’s the type of person I am... I NEVER want to know less than the children I am entrusted to care for and educate. One particular conversation I had with my director, I’ll never forget: “Nick, I’m Catholic as well, and I’ve been working here for over 15 years. I sometimes feel like I know more Judaics and Hebrew than the Jewish teachers!”

MORE ON NEXT PAGE



Siegel JCC is a
Beneficiary Agency
of Jewish Federation
of Delaware.

Fast forward a month into my employment, and Purim was upon us. The teacher that I was assisting at the time was going to be gone on vacation for a few days, and I was going to be the lead teacher in that room. I wanted to create activities that I knew connected the story of Purim to skills the children were working on, so research was needed. I went rather unconventional to gather information. Instead of doing a google search first, I turned to the PJ Library section of our school's library. Through books like *Is It Purim Yet*, *The Mystery Bear*, *A Purim Story*, and *The Better Than Best Purim*, I was able to create amazing experiences for the children that not only connected images and elements of the holiday but connected skills and knowledge. We laced Hamantaschen, we matched groggers by sound, we dug through sand to find Queen Ester's Jewels, dressed up in a variety of robes and costumes to include a three-pointed Haman hat, and, our favorite, taste testing a variety of Hamantaschen to see which flavor we liked the best (it's no secret, chocolate was the clear cut winner).

As I began to delve deeper into the vast history of Judaism, I was able to see so much material that is relevant to the development of children other than just Holidays and their

meanings. As I came across the Jewish Values, I saw an opportunity to help connect those concepts and meanings into experiences that, not only teach a lesson, but help to develop humanity in children.

Moving along in the year, I was asked to develop curriculum for our Summer Specials of Jewish Nature. Each week that summer, the children gained exposure to the concept of a value and connected it to an activity. For example, we demonstrated the concept of *Tikkun Olam* (Repairing the World) by planting seeds and caring for them. During our week of Jungle Animals, we discussed the idea of *Tza'ar Ba'alei Chayim* (Caring for Creation or Protecting the Animals). The children had an opportunity to match animals into their

natural habitats and talk about why that area was important to that animal. We created bird feeders as a way to help Protect Nature or *Sh'mirat Ha-teva* during our week of Nature. Did the children recall the Hebrew Value? Not entirely, but they were able to connect multiple facets of their learning, and the root of those lessons was grounded in Judaism.

I approached every holiday and opportunity I had that first year in the same way: researched children's literature, google searched for authenticity, and then saw what skills the children were working on. Teacher after teacher kept asking, "How do you know so much when you're not even Jewish?" It's simple: everything I ever needed to know about Judaism I learned in Pre-K!



At the **Siegel JCC's Early Childhood Center**, ensuring quality and best practices are always at the forefront of programming. We use any opportunity to involve creative arts into teachable moments. Whether it's song, children's literature, dramatic play, or art, it all helps in developing the well-rounded child and contributes to valuable and purposeful learning.

CONTACT Amie Baker, Interim Director, for more information about how your child can be a part of our family.



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Patti Berk
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A HEARTFELT THANK YOU

By Barbara Levitt and Bonnie Chirlin,
Auxiliary Co-Presidents, 2009-2012

As of June, 2018, Patti Berk and Frances Klein resigned from their long held positions as officers of the Auxiliary of the Milton and Hattie Kutz Home. We are thrilled, however, that they have chosen to remain on the Board. These two dedicated women have been incredible volunteers, thoroughly involving themselves in the activities and projects that enhance the lives of the residents. Frances served as both corresponding and/or recording secretary for over twelve years. In addition to managing all of the communications for and among our Board members, Frances also handled much of the publicity for our major fundraising events. For the past nineteen years, Patti has served in the critical position of treasurer in addition to taking reservations for all of the Auxiliary's fundraisers.

Each of these women was encouraged to join the Auxiliary by close friends who were already on the Board. Patti's other connection to the Kutz Home was

through family members. Her grandmother, aunt and uncle, and father were all residents of the Home at one point. Observing first-hand the excellent care that her family members received, Patti resolved to remain on the Board all these many years.

Both Patti and Frances made long-term commitments to give back to the community by actively supporting the various activities of the Auxiliary. As a result of their willingness to serve for such a long period of time, both Frances and Patti made many new friends and also learned what it takes to maintain an exemplary nursing home.

The Kutz Home Auxiliary Board would like to publicly thank Frances and Patti for their years of commitment and service. They freely gave of their time, energy, and advice, and we have recognized their service by purchasing a plaque in each of their names for the Lights of Love.



The Kutz Home/Lodge Lane are
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**RED
BLUE
WHO?**

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MONDAY, SEPTEMBER 17, 2018

7 PM | SIEGEL JCC AUD

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- ☆ State Treasurer
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- ☆ Auditor of Accounts
- ☆ Attorney General

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Jewish Federation of Delaware and Hadassah do not endorse or oppose any of the political candidates. The forum is being conducted for educational purposes.

FOR MORE INFORMATION:
FEDERATION CONTACT:
 Rabbi Ellen Bernhardt ellen@shalomdel.org
HADASSAH CONTACT:
 Laura Kaplan lauralaurabb@gmail.com

MEET ME AT THE BEACH!

By Chaplain Mollie Epstein

What is more fun than a day at the beach? Answer: A day at the beach at your own home! The week of June 25th saw beach days at both The Kutz Home and Lodge Lane Assisted Living. With kudos to the Flik dining services staff and the respective activities department staff, residents were treated to activities and a lunch reminiscent of days spent at the beach.

This event was one in a series of special days at the Kutz Senior Campus. Beach day began with a lunch competition. Each facility's dining service staff was divided into two teams. The teams interviewed residents to ascertain the residents'

memories of food eaten at the shore. The teams developed their menus and the residents were served both. Voting took place after the meal. Scores were given for taste, creativity, and appearance. Residents surveyed said they had a hard time voting because all of the food was so good!

The afternoon was spent enjoying beach volleyball, the wading pool, a hula hoop competition, and bocce ball. Imagine doing all of these beach activities without having to worry about sunburn!

By the end of the afternoon, everyone agreed that the beach is a great place to spend a day.



TOP: Kutz resident Bill having fun playing beach ball volley
 MIDDLE: Lodge Lane residents Jack and Jean enjoying Beach Day lunch with Dining Services Director, Nicole
 BOTTOM: Bramble family celebrating their 77th anniversary during Beach Day with Kutz server, Shannon

PHOTOS SUBMITTED BY THE KUTZ HOME

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TO HELP A CHILD

By Ellen L. Weingart
CBS Member

Maimonides tells us that the greatest level of giving is to endow someone with a gift to strengthen his hand so that he will not need to be dependent on others.

That is the gift mentoring a child can bring.

Big Brothers Big Sisters of Delaware's in-school mentoring program is for children in kindergarten through grade five who may be short on role models. The program pairs adults ("Bigs") with children ("Littles") for get-togethers once a week for about an hour during the school day in a mentor room that has books, games, and other supplies, as well as a BBBS supervisor.

Congregation Beth Shalom participates in the program through its *Tikkun Olam* Committee.

"Mentoring is a mutually beneficial partnership between a Big, who has knowledge, skill and experience, and a Little, who seeks to increase his or her knowledge

and experience — even if he or she doesn't know it," said Jason Higgin, mentor coordinator at Warner Elementary School.

"Mentoring is modeling, supporting and encouraging someone else to reach his or her potential."

Rabbi Michael Beals was introduced to mentoring in Wilmington 12 years ago when then Mayor James Baker called the city's clergy together for help. Baker saw it as a way to curb violence in the city.

"He wanted 1,000 mentors and he wanted the clergy to find them in their houses of worship," said Rabbi Beals. "It was just before my second High Holy Days at the congregation and I dedicated my Yom Kippur sermon to mentoring."

Fifty CBS congregants signed up for a training class with Connecting Generations (a one-on-one school-based mentoring program started in 1990). Rabbi Beals was among the volunteers and looks back fondly at his time as a mentor.

The children being mentored may need help with behavioral or academic issues.

"Some of these children are neglected at home. Some have parents who are involved, but not necessarily in the most supportive way," said Sharon Rosengarten, the CBS Tikkun Olam Committee member leading the congregation's BBBS mentoring collaboration.

Keera (Littles' names and some details have been changed to protect their privacy), the child I began mentoring when she was in kindergarten, couldn't stay on task for long and was behind academically. Both her parents were involved in her life and wanted her to succeed. They had asked for a BBBS mentor. During our three years together, Keera and I have played board games, done art projects, and worked on her reading skills. Now finished with second grade, she sometimes plays a game to completion and reads, although I don't know if she's at grade level.

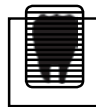
Rosengarten's Little, Tyre, is the oldest of a dozen siblings. She lives with her grandmother and one sibling. She visits her mother, who lives with her other children, about twice a

MORE ON NEXT PAGE




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Sharon Rosengarten and Jason Higgin PHOTO BY ELLEN L. WEINGART

month; her father is out of the picture. Her grandmother has punished Tyre for poor grades by forbidding her to participate in a chorus performance. Chorus is important to Tyre, but her grandmother has come to only one performance.

As an in-school mentor, Rosengarten met with Tyre once a week, generally doing school work, then talking or playing. When Tyre finished fifth grade at Warner, Rosengarten became a community mentor, meeting with Tyre outside of school. Concluding that the middle school Tyre was assigned to was not a

good fit, Rosengarten got her admitted to the same middle school her own daughter attends in Hockessin. The two continued to meet about once a week after school.

“I’m providing her with experiences that enrich her life. Otherwise, she goes home and does nothing,” said Rosengarten. She gave Tyre her first exposure to the public library, but can’t get her a library card because she’s not Tyre’s guardian. “Although I suggested it, her grandmother hasn’t gotten her one,” she said.

“I was concerned about bringing her to my house, there’s such a difference in our lives.

She’s had several traumas. A number of her relatives have been killed.”

Unfortunately, transportation to Hockessin has become too difficult and Tyre will be at her home school for the upcoming academic year.

Biggs, who range from college age up, receive training from BBBS. To help potential volunteers age 50 and older get started, the Osher Lifelong Learning Institute (OLLI) at the University of Delaware has a BBBS in-school mentoring program. Led by BBBS of Delaware Executive Director Mary Fox and retired school counselor Elliott Ketay, the program combines training, speakers, and group discussions and support. Over three years, the program has helped train more than 50 mentors.

“The mentoring experience has been shown to have a significant positive impact on the children’s aspirations and academic performance, but it also has a favorable impact on the mentor by fulfilling this important need of the children,” said Ketay.

BBBS statistics show improvements in attitudes toward school, better relationships with adults, teachers and peers, and improved learning.

What greater gift can you give a child than to help him or her succeed?

More information is available at www.bbbsde.org.



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FINE WINES & BEER

Q: How do you define "soul"?

A: **RABBI JEREMY WINAKER**
Head of School, Albert Einstein Academy

Philosophy turned me into a rabbi. I spent much of my college years exploring ancient Greek ideas about the soul. For them, the soul was immortal and, as I saw it amorphous. It was more about character and purpose than anything else. When I got to Descartes and Enlightenment philosophy, the soul seemed synonymous with the mind. I needed something more animating and external. Judaism helped me find what I was looking for.

There are two key concepts of soul that come from the Hebrew Bible: *nefesh* and *neshama*. *Nefesh* is focused on embodiment. When we count souls involved in battle, we count each *nefesh*. This version of soul is about a "vital spirit" or animus that related to one's throat. This soul is indistinguishable from the body. *Neshama* is more ephemeral, referring to "breath," God's breath in particular when giving life to humanity, to the Adam. With a clearer connection to the Divine, *neshama* connotes the immortal "character" and

uniqueness of a person. *Ruach*, as "spirit" or "wind," never struck me as a term as strongly connected to individuality as *nefesh* or *neshama*, so I generally leave it out of my definition of soul.

For me, *neshama* captures what I mean when I say soul. The idea inherent in *neshama* that a piece of God is within us, that some animating force like our very breath makes us who we are, and that our character begins in purity and lives on after us, all of that comes to my definition of soul. I define soul as our unique emanation of God in our world; the soul is that part of us that pre-exists us, lasts beyond us, and makes us who we are during our lifetime.

What I did not find in philosophy, the *neshama* answers powerfully. As the breath of God, we each have our soul and share in common that our soul is a piece of Divinity within each of us. While the Greek soul was a source for division, and the Enlightenment soul, for abstraction, *neshama* offers connection. Someone with

soul, or with a good soul (a *guten neshuma*), or who is a soul-sister, has the kind of soul that recognizes our commonality beyond our physical existence. In the coming new year, let us try connecting *neshama* to *neshama*.

RABBI PETER GRUMBACHER
Rabbi Emeritus, Congregation Beth Emeth

All our siddurim include the sentence, The soul You have given me is pure. We know that this is a major theological statement confronting the idea of Christianity's "original sin." We believe that each person is born neither tainted nor sainted, if you will. Each of us has the opportunity to screw things up in our lifetime or create a reputation worthy of emulation. It's up to each one of us.

That's easy to understand. But what we mean by "soul" isn't as easy and it's been nagging theologians and laypeople forever. Let me tell you about a dream I had as a child, not once but over and over for a very long time. I would dream that I was not me; at best I

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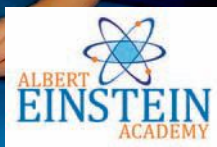
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RABBIS' VOICES

was someone else - who, I don't know - but I also could have been no one. I didn't know who I was or what I was. The idea of "Peter Grumbacher" was absent, and the reality was ephemeral at best. Often this dream was truly a nightmare.

It's as difficult for me to really describe this dream for others to comprehend as it probably is for you to figure it out. And yet I came to believe that it was that knowledge of "self" that is the simple definition of soul. If we do not realize that we are unique, completely different even from our siblings and parents, it is difficult to evolve into a complete person. The soul is our moral, ethical and spiritual package somehow housed within us. When we die the body is buried; the soul however lives on in the hearts and minds of our loved ones.

Am I correct? Who knows! But that's how I understand the concept of soul.



RABBIS' VOICES

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STRENGTHENING JEWISH CULTURE IN EDUCATION

By Rabbi Jeremy Winaker
Head of School, Albert Einstein Academy



PHOTO CREDIT: PJ LIBRARY

Educators know that we can always improve what we do.

With the goal of creating expert learners, of producing students who have the skills and desire to learn on their own, our potential is endless. With the AVI CHAI Foundation, Zalman Bernstein (may his memory be a blessing) invested in improving Jewish education. Applying his Wall Street success based on excellent research, Mr. Bernstein directed AVI CHAI to invest in synagogue outreach, Jewish day schools, and Jewish overnight camping as each presented itself with data indicating lasting impact.

This summer, I joined Jewish day school leaders from around the world at Harvard Graduate School of Education's Principals' Center Learning as an Evolving Vision Institute thanks to the AVI CHAI Foundation. As part

of our experience, we heard Mr. Bernstein's story and vision. We were also charged with changing the culture of Jewish education in our communities for the better. Our week-long coursework at Harvard gave us many tools, including an extended look at school culture change.

Dr. Ebony Bridwell-Mitchell, an expert on organizational management and theory, led us through an extensive exercise on diagnosing educational culture, understanding its component parts, and shaping changes. In thinking about our community's culture of Jewish education, her techniques offer real insights into obstacles and opportunities. The key is to align our beliefs, values, norms, behaviors, and artifacts.

Let us assume that the stereotype of Jews believing that education is crucial holds true: we believe that education matters greatly. As a result, we value good grades, college

education, and Jewish experiences for our children. Some might argue that we put too much emphasis on grades or are elitist about college acceptances and graduate school degrees; that emphasis and elitism make up part of our norms, what we say we should do based on our values. Norms around Jewish education include enrolling children in Jewish educational programs: pre-school, Hebrew school, day school, summer camp, youth group and others. Another norm around Jewish education is paying for it.

You can guess that behaviors are where the norms and the culture often breakdown. It might be a norm to support Jewish education through tuition, donations, or membership, but where people spend their money may speak to a different counter-norm. For better or worse, norms form around socially-reinforced behaviors, not just from values. The

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more people enroll in or avoid one program, the more that program will represent the norm or the counter-norm. The artifact then becomes, to use maximalist examples, a waiting list or the closing of a program.

In our community, we have many positive Jewish education artifacts: from cradle to grave there are opportunities to learn Jewishly. Some of these artifacts are faring better than others; some may have done better or worse at other times. Organizational theory offers insight for each but also for the culture as a whole.

Behavior is guided by norms and is also limited by constraints and a lack of belonging. While leaders have an effect, the message and the structure of social networks also have a broad impact. We need to be more clear about the strength of our Jewish future and the potential of the Jewish community for the next generation, if we place value on Jewish education. We need to increase the sense of belonging not just within the PJ Library and ECC crowd, the Einstein and Hebrew school crowds, the JCC and overnight camp crowd, the teen Confirmation and youth group crowds, the UD Hillel and young leadership crowds, and the adult education crowds; we need to increase the sense of belonging across those groups.

We can change artifacts, behaviors, and norms for the better by reinforcing our beliefs and values. We can strengthen each network to be a positive norm if we can show how two under-enrolled programs are part of our larger commitment to Jewish learning. We can overcome (some) constraints like time, place, or cost by bridging gaps between crowds and by exploring common opportunities. We can broadcast the importance of Jewish education to those who believe strongly in it in order to help others feel a part of community effort of value. We can and should commit to this work.

A community of expert Jewish learners is not a dream that cannot be achieved. We have great Jewish educational offerings in our community. We have a culture that is most often constrained by size, but not by heart nor by lack of cooperation. Organizational theory offers some levers to help us improve and strengthen the culture of Jewish learning.

Even though the AVI CHAI Foundation may be outside our community, its investment in my time at Harvard is a reminder of the Jewish communal belief in the importance of education. I look forward to bringing Harvard learning back to our community and to joining in improving our culture of Jewish education.

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HOW LEARNING WILL BRING TOGETHER d|i|v|i|d|e|d COMMUNITIES

By Rabbi Elchanan Poupko

Imagine a room full of students from across the United States — Orthodox, Conservative and Reform — sitting with each other and discussing a given text from the *Tanakh*, the Bible.

Sounds like a utopian goal? A scene from the '60s when Jewish communities were not that divided? Sitting this month in the heart of Manhattan watching my students participate in the U.S. National Bible Contest showed me that as divided as the world can be there is always something that unites us all.

Students from Phoenix to Philadelphia, from Tallahassee to Teaneck, and from Dallas to Detroit, all gathered for the National Bible Contest in New York this past Spring. The electrifying power of our oldest common denominator was visible as children and teens from vastly different locations and backgrounds connected in such a wholesome way.

This year, organizers decided to include a *chavruta* (studying partner) component to the event, giving students the opportunity to learn with students from other cities. This created a beautiful bond between students, transcending geographical and social differences.

As the winners were being announced, the tension could be felt in the air. Everyone wanted to know if it was someone from their school, synagogue or city who might have won. I, too, listened attentively to find

out who the winners were. And then, when they announced different winners from different cities, a winner from a very Orthodox community and a winner representing her Reform temple, I knew that we all won. Seeing how the words of the Torah are bringing us together in such a beautiful way showed me that, despite the divisions that sometimes play louder than needed, we are one family.

In today's deeply divided political climate, Jewish leaders and organizations struggle with the question of how it is that we can create a "big tent"; how it is that we can include radically different ideologues and ideologies under the same umbrella. Well, looking at what we just witnessed at the *Chidon HaTanach*, as the event is known in Hebrew, the answer is quite simple: Bring us a book and let us learn together. Focusing on the areas that bring us together rather than those that tear us apart has the power to heal the fractured world that we live in.

Learning that is stripped of any political or controversial element holds the key to uniting people from vastly different backgrounds. Nothing has the potential to strengthen Jewish identity as much as the core of Judaism: the engagement in learning. Known for thousands of years as the "the people of the book" and a "nation of philosophers," our sacred texts have always been the veritable epicenter of who we are and remain exactly that to this day.

Jewish organizations who want to overcome the widely recognized divides among young

Jewish Americans need to engage more people in more learning far more often. Barriers of background and particularities melt away in the face of common learning, reflection and focusing on our shared heritage.

Will there be differences in our approaches to learning, text and history? Sure. That is the kind of academic approach that enriches both arguing sides; each one gets to think of the academic matter in a unique way, something Jews always welcomed.

Last year, a study done at the University of Michigan found that hearing from our peers about the relevance of a topic is far more effective than when we hear of its relevance from teachers and professors. Simply put, learning is much more effective when we see how much our own peers value what is being learned. Giving young Jews the opportunity to engage in peer learning — specifically those which cross boundaries of place and class — has the powerful potential of reinforcing the importance of our shared heritage.

Sitting at the National Bible Contest surrounded by the vibrancy and joy of learning, I realized the power of learning to bring us together. There, I saw a text given in the desert more than 3,300 years ago alive and well — in the heart of Manhattan in the year 2018. I saw a people whose birth and life have been woven through the words of the text breathe and drink the words of that same text.

And so, as we face ever-growing differences and polarization, I look to that same text and see its profound power to reunite us as a people.

Rabbi Elchanan Poupko is a rabbi, teacher, and writer. He is the president of EITAN-The American Israeli Jewish Network, and lives with his wife in New York City.

This article originally ran in the Jewish Exponent on May 23, 2018.



THE MARCH OF THE LIVING

By Ethan Fruchtman
Wilmington Friends School Graduate

My journey began in the fall of 2017 when I had to make the decision on what I would be doing for my Senior Exploration project.

I attended Wilmington Friends, a Quaker school, and this project was about self-discovery in relation to the Quaker values of integrity, equality, simplicity, community and stewardship. With careful thought and consideration, I chose to take part in the International March of the Living from April 8 through April 22. The March of the Living is a two-week program—one week in Poland and one in Israel—to learn about the Holocaust and how we, the Jewish people, have survived and persevered and moved past these atrocities. I felt strongly about embarking on this long journey so that I could honor my grandparents, Leon and Eda Fruchtman, who both survived the Holocaust. I wanted not only to remember the loss of my family

members but the six million others who were also murdered.

The first week in Poland was incredibly arduous both physically and emotionally. Our group would go to bed late and wake up early in the morning and we were constantly moving, visiting one concentration camp after another. We met survivors, learned about so much death and destruction...it was relentless. The first eye-opening experience that affected me greatly was when we visited the former *shtetl* of Tykocin. Prior to the war, in this small isolated town, resided 2,500 Jews. Because they were isolated from the rest of Poland they did not know much about the details of the war. So when the Nazis came to the town on August 25, 1941 they ordered every unknowing Jew to meet in the town square. My group walked through this area while the townspeople were having a flea market. To be in this town where it was once filled with Jewish life and knowing that not a single Jew lives there anymore, was truly disheartening. After we were told this history, our group boarded the buses and we took

a five-minute bus drive outside of the town. When we got out of the bus we stood waiting at the entrance of the Lopuchowo Forest and we marched through for about half-a-mile. The trees were very tall and dense and when I marched along the path I couldn't see any sunlight. There was an ominous and eerie sense throughout the forest. We stood at the end of the path facing three plots, one to our left, one to the right and one in front of us. Seventy-seven years ago, the Jews of Tykocin took the same march I had just completed, except at the end, they were all murdered and dumped into mass graves. I was deeply distressed and could not fathom that this took place. Standing there on the same soil all these years later shook me to my core.

The March of the Living program enlightened me on a different perspective of the Holocaust. When learning about the Holocaust it's often associated with Auschwitz and six million Jews murdered, but there is much more behind a number: It is the small communities and the families that were

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“The **Nazi’s Final Solution** was implemented so that I wouldn’t be living today, and for me to **march alongside other Jews in Auschwitz**, is the **ultimate testament** to **our people’s strength** and **will to survive.**”

ripped apart, the 1.5 million children that were murdered and the humanity that was lost. We visited the Yeshiva in Lublin and I saw the Jewish history that was destroyed. I learned about so many horrors it’s difficult to wrap my head around how all of these events unfolded. What made this trip so special and meaningful to me was the actual march itself. Myself and 15,000 other teens from around the world (both Jews and gentiles) marched three kilometers from Auschwitz to Birkenau. It was a vast sea of blue. There were so many marchers draped in and carrying Israeli flags it was quite awe-inspiring to observe. The Nazi’s Final Solution was implemented so

that I wouldn’t be living today, and for me to march alongside other Jews in Auschwitz, is the ultimate testament to our people’s strength and will to survive. I will never forget this experience.

To travel from the horrors of Poland to the beauty and joy of Israel made this program very unique. The first place we went to after arriving in Israel was Independence Hall, where David Ben-Gurion declared Israel’s independence. I truly felt at home being in Israel because I knew this was a safe haven for the Jewish people. I had the opportunity to pray at the Western Wall several times including during *shabbat* and never have I

been more connected to my religion more than during morning services at the Kotel. It is so peaceful and I truly felt a spiritual connection to G-d when I placed my hand on that wall. I was there for Independence Day and it was absolutely madness there with thousands of people all travelling with the March of the Living. We gathered in Safra Square where we exuberantly sang and danced then marched to the Kotel. This was the first time I had been to Israel and I cannot wait to return.

This program connected me to my family’s history and to the history of my people. I had the rare opportunity to see the camps where my grandparents suffered and my family was killed. It was a privilege and deep honor to participate in The March of the Living to honor my beloved grandparents. I will take what I saw and felt in Poland and in Israel with me for the rest of my life and I will never, ever be silent about what happened during the Holocaust.

We must never forget.

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THE MANY USES OF HISTORY: Teaching Jewish Studies in the University

By Polly Zavadviker
Director, Jewish Studies, University of Delaware

In a 1980 essay entitled, *What is the Use of Jewish History?* Lucy Dawidowicz offered an important response to her question.

She wrote that the study of Jewish history should be used to inform Jews and non-Jews alike about what the Jews had lived through since ancient times. It was the historian's job, she believed, to draw conclusions and morals from that history in order to comment on the contemporary problems facing the Jews. In a most controversial point, she added that those engaged in writing and teaching Jewish history must be motivated by an underlying feeling of *ahavat Yisrael*, or love of the Jewish people. She explained: "some people think that the professional historian's personal commitments—to his people, his country, his religion, his language—undermine his professional objectivity. Not so... as long as historians respect the integrity of their sources and adhere strictly to the principles of sound scholarship. Personal commitments do not distort, but instead they enrich, historical writing."

To be sure, Dawidowicz's views are not uniformly shared among historians. What is indisputable, however, is that she identified an integral tension in academic Jewish Studies. In most universities, including here at the University of Delaware, Jewish Studies programs are part of the Humanities; they are among those disciplines devoted to the investigation and description of individual human experience, in all of its variety and complexity. What Dawidowicz referred to as "professional objectivity" would be defined as respect for evidence and impartiality in one's interpretation of the findings. If one strictly applies this method, it follows (at least in principle) that personal commitments and partisan interests should have zero influence in the writing or teaching of history.

One can see how Jewish Studies as practiced in the university differs from the kind of Jewish education that is offered at synagogues and Hebrew schools. There, the educational goals are clear: to foster Jews' personal commitments, pride and connection, and the capacity to live as part of a dynamic people and religion. At UD, of course, students who attend Jewish Studies courses come from all religious and ethnic backgrounds. The

courses are not intended to foster connection to the Jewish people or languages. Rather, my goal as a teacher is to help students explore the fascinating and important subject of Jewish historical experience; and in the process, to learn the crucial skills of writing, interpretation and debate, so as to then critically engage with the major topics and questions in Jewish history.

And yet, as Dawidowicz suggests, the professional writing and teaching of Jewish history can potentially be enriched by personal commitments to, and even love for one's subject. Many, but not all teachers and scholars of Jewish Studies at the university face this dilemma. Should they strive to be totally objective and impartial in their interpretation of Jewish history? Or allow partisan and subjective views to influence their ideas? I believe the answer to *both* of these questions is a resounding yes. Jewish Studies is among those academic disciplines that must occupy a middle ground: as a field of inquiry it requires objectivity on the researchers' part—*insofar as is possible*. Yet one's own personal views and perspectives are unavoidable—indeed, they are often what

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inform and shape one’s decision to become a professional scholar.

If we consider the history of academic Jewish Studies, we see that its founding scholars became professional historians *because* of their personal commitments as Jews. Attempts to forge the scholarly study of Judaism in the modern period began with men such as Heinrich Graetz, in 19th century Germany, and Simon Dubnov in early 20th century Russia. Each produced a staggering amount of work: multi-volume accounts of global Jewish history that take up entire bookshelves. The thick tomes they penned have since been fully digitized (Graetz’s six hefty volumes can all be found at www.gutenberg.org).

Graetz and Dubnov devoted their prodigious intellectual energies to telling the story of the Jews. Indeed, they saw a crucial “use” for Jewish history, for they lived in times when their governments of their countries viewed Jews in terms of a question—literally, as the “Jewish Question:” Should the Jews be given civil rights and citizenship in predominantly Christian societies where they lived? And if so, how could they continue to live as they did, maintaining reverence for their own distinct sacred texts, places of worship, written and spoken languages, schools, dietary laws, and ways of dressing—even praying on a daily basis that God would restore them from their current homes the Diaspora to their ancient home in Zion?

Graetz and Dubnov used history to show that even despite their differences, Jews were not outsiders to the countries where they lived; they not only deserved, but greatly desired and valued all of the same rights and privileges that the Christian majorities around them enjoyed. To be sure, they knew that Jews differed in crucial ways from Christians. But that did not make them foreigners. The histories they wrote showed exactly that. Jews had lived and thrived in Europe for centuries, in some regions since ancient times. They had been vitally active in the cultural life, politics and economies of Spain, France, Italy, Prussia and virtually all other parts of the

“ If we consider the history of academic Jewish Studies, we see that its **founding scholars** became **professional historians** because of their **personal commitments as Jews.** ”

continent. We must remember that this was little-known history at the time—that Jews had been integral contributors to European society and culture was hardly recognized, among Jews and non-Jews both. Those historians like Graetz and Dubnov wanted to proudly tell those stories, to demonstrate that Jews had their own history.

Personal commitments similarly influenced the origins of Jewish Studies in American academia. In the American case, interest

in Jewish history arose at a moment when many minority groups were struggling for recognition and legal rights. These civil rights and women’s rights struggles inspired heightened interest in the study of history among groups including Asians, black Americans, Native Americans, women, and Jews. Young Jewish activists and scholars of the 1970s spoke of their ethnic heritage as something to engage at a critical level, and

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THE MANY USES OF HISTORY

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the university provided the ideal forum. The academic field of Jewish Studies has flourished in the past forty years, with courses now taught as an integral part of most Humanities programs at universities throughout the U.S. and around the world.

As a professor and director of the Jewish Studies Program at UD, I often contemplate the question: What is the “use” of Jewish history for my students? I believe that the two distinct aspects to the academic study of Jewish history we have explored above—the objective and the personal—are equally important to engage students’ interest and help them grow intellectually and personally. In terms of the first aspect, the objective or purely intellectual, students who attend courses in Jewish language, history and culture will gain familiarity with a people

who have ancient roots; who developed a distinct set of sacred scriptures and laws over centuries in the Diaspora; and who adapted strategies to maintain their distinct identity as a people, while also contributing, sometimes in profoundly influential ways, to the societies in which they lived. Ideally, students will gain basic literacy about major concepts, events, and people of importance in Jewish history—often, they also illuminate important aspects of world history and Western civilization.

Yet after several years of teaching courses in Jewish Studies, I can also attest that this subject provides a powerful way to connect a diverse range of students with their own issues of identity and heritage, Jews and non-Jews both. Some examples: after completing my course on the History of anti-Semitism, a student told me that she had always identified as Italian-American (her father’s heritage); but now, after studying the experiences of Jews throughout history, she realized that

she was, and for the first time, felt compelled to identify, as a Jew. Another student who completed a course in which we learned about Jews’ struggles for legal equality decided that she wanted to pursue a career in law (she is now attending law school). In another instance, a student of Turkish background took my Holocaust and Genocide course. As we studied the Armenian genocide in that course she began to explore her family history. She discovered that her great grandmother had been born an Armenian in the Ottoman Empire, but had adopted a Turkish-Muslim identity in order to survive the genocide.

I treasure the numerous other stories of students who experienced personal discoveries about their family histories and themselves after taking Jewish Studies courses. There are indeed many uses of Jewish history. I am inspired to see what students will make of them in the future.

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ADL CELEBRATES 30+ SCHOOLS IN REGION FOR EFFORTS TO FIGHT HATE, BIAS, AND BULLYING

By Lisa Friedlander
Education Director, No Place for Hate

On Wednesday, May 23rd, schools across the region came together to be recognized by the Anti-Defamation League for participating in the No Place for Hate® program during the 2017-2018 school year. Nearly 300 attendees from over 30 schools in eastern Pennsylvania, southern New Jersey, and Delaware attended the second annual No Place for Hate Designation Celebration at the Pennsylvania Convention Center. The schools were being honored for their commitment to making their learning communities more respectful and inclusive.

To earn their No Place for Hate designation, each school planned, executed, and reviewed

three anti-bias and anti-bullying projects during the school year. Every project had to impact the entire school community, and address at least one No Place for Hate theme: celebrating diversity, promoting respect for differences, and challenging bias or bullying.

At the Designation Celebration, No Place for Hate presented their *Making a Difference Award* to Philadelphia Eagle Chris Long, who accepted the award via video. The No Place for Hate *Making a Difference Award* honors individuals who demonstrate outstanding effort in making communities more respectful, inclusive, and accepting.

Additionally, the Designation Celebration will honor the winners of the No Place for Hate Essay Contest. No Place for Hate hosts



an annual essay contest for students in fifth through eighth grade. This year, 270 students submitted essays discussing the impact of having diverse friends in their lives.

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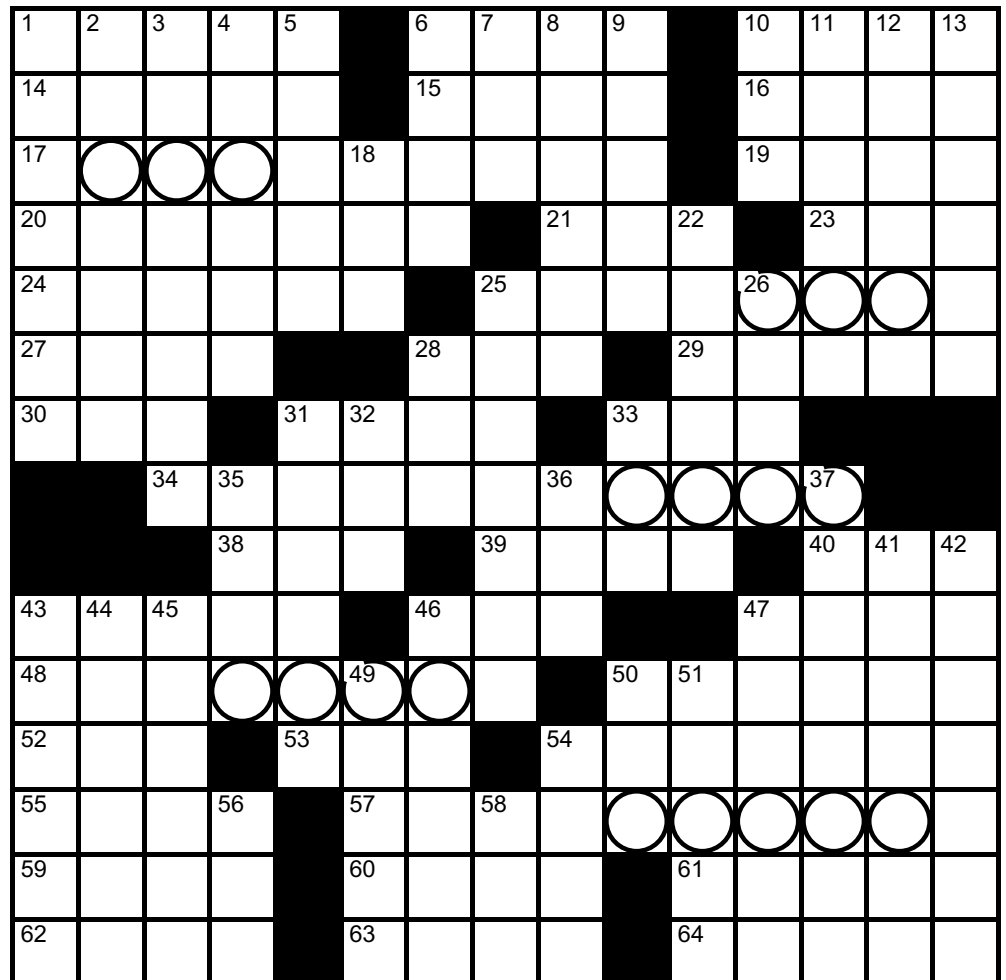
INNOVATIVE NOW



YIDDISH NAMES

By Yoni Glatt
koshercrosswords@gmail.com

DIFFICULTY LEVEL: Medium
SOLUTION APPEARS ON PAGE 42



ACROSS

- 1. Basketball's ___ World Peace (Ron Artest, once)
- 6. "Bus Stop" playwright William
- 10. Dancer-turned-spy Mata
- 14. Arab chiefs
- 15. Jaguars, e.g.
- 16. Oldest of the Baldwin brothers
- 17. Foolishness from Fleischer?
- 19. First name at Woodstock
- 20. Some Jewish laws
- 21. Common Market inits., once
- 23. Arabic "son of"
- 24. Pewter, brass, etc.
- 25. Feeling proud for Miranda?
- 27. Bar mitzvah boy, for one
- 28. Wallace of "E.T."
- 29. "Don't Look Back in Anger" band
- 30. Harris and O'Neill
- 31. Great leading man Grant
- 33. "Mind Medicine" author Geller
- 34. Rascally Moranis?
- 38. ___ of the land
- 39. Helps out the Tinman
- 40. Fla. neighbor
- 43. All-Bran alternative
- 46. Took a loss
- 47. Baby holder
- 48. Rag for Groening?
- 50. Not crunchy
- 52. Clamor
- 53. Cistern
- 54. Nuts
- 55. Misfortunes
- 57. Admirable homemakers for Rhymes?
- 59. "Mr. Robot" actor Malek
- 60. Did some bending?
- 61. Blue stuff for Elvis
- 62. Mouth, so to speak
- 63. "Green" sin
- 64. Pluralizers

DOWN

- 1. Absolutely require
- 2. Sent without a stamp
- 3. Indefatigable
- 4. King in "The Little Mermaid"
- 5. Analyze (some opals)
- 6. Yucky
- 7. Rob Roy's refusal
- 8. Sit shiva, say
- 9. Beauty queen named after a Persian queen
- 10. "The ___" (Uris book)
- 11. Cops check them out
- 12. Leah of "Kevin Can Wait"
- 13. Cake toppings
- 18. Shabbat has 25: Abbr.
- 22. Legendary Leachman
- 25. Kind of speaker
- 26. Nonclerical
- 28. Beats Dr.
- 31. Milk, in Israel
- 32. Evanescence singer Lee
- 33. Link
- 35. Chowder no-no, for the kosher keeper
- 36. What Moses did on Mount Nevo
- 37. Jews just focussed on the written Torah
- 41. Tart, green juice drink
- 42. Bottomless pits
- 43. Souvenir item
- 44. Eye-related
- 45. Louise's partner in filmdom
- 46. Get
- 47. Kind of count
- 49. Periodic or pool
- 50. It's corny
- 51. Stir up
- 54. A well-mannered woman
- 56. Sample, as wine
- 58. Two before Deut.

HEBREW U. SQUEEZES INTO TOP 100 IN *TIMES HIGHER EDUCATION* RANKING

By SHOSHANNA SOLOMON
TimesofIsrael.com

The UK magazine *Times Higher Education*, which publishes an annual ranking of global universities, has placed Hebrew University of Jerusalem among the top 100 most powerful global university brands. This marks the first time since 2014 that an Israeli university has been included in this list, the university said in a statement.

The World Reputation Rankings 2018 surveyed more than 10,000 leading academics from 137 countries, the statement said. They were asked to name 15 universities that are the best for research and teaching, based on their own experience. Hebrew University is the only Israeli university listed in this year's rankings.

The rating lists The Hebrew University in the 91-100 band, together with Boston University, University of Copenhagen, France's Ecole Polytechnique, the University of Helsinki and the India Institute of Science, among others. This is the first time India has snagged a spot on the list since 2011, *Times Higher Education* said.

"To be judged among the Top 100 most powerful university brands is a great source of pride for everyone at Hebrew University and for Israel as a whole," said Hebrew University's president Asher Cohen in the statement.



Hebrew University of Jerusalem PHOTO CREDIT: WIKIMEDIA COMMONS VIA JTA

"Success in our field is never an accident," he added, it is "achieved by a relentless pursuit of excellence, creativity and a deep commitment to our enduring values."

US universities this year continued to dominate the table, with Harvard University taking the top spot for the eighth consecutive year, and 43 other US institutions finding places in the top 100. MIT- Massachusetts Institute of Technology and Stanford University were ranked second and third, respectively, followed by University of Cambridge and University of Oxford, which ranked fourth and fifth. The University of California, Los Angeles, is among the top 10 for the first time since 2014, ranking a joint ninth together with the University of Chicago.

UK universities claimed nine places, down from 10 last year; Australia had three institutions among the top 100, and Germany had six.



JEWISH

SPELLING BEE

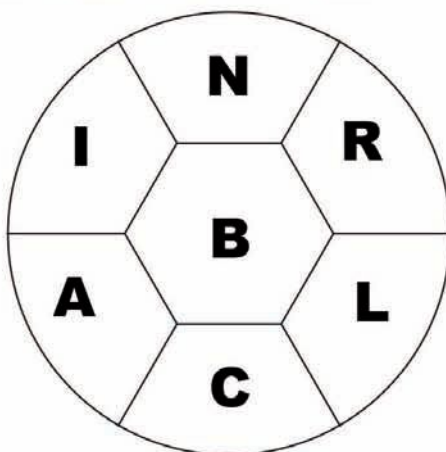
By Yoni Glatt

PUZZLES 
SPELLING BEE

QUESTIONS/COMMENTS: email Yoni at koshercrosswords@gmail.com

How many common words of 5 or more letters can you spell using the letters in the hive?

- Every answer must use the center letter at least once.
- Letters may be reused in a word.
- At least one word will use all 7 letters and have a direct Jewish connection.
- Proper names and hyphenated words are not allowed.



SOLUTIONS ON PAGE 42

SCORE:

- 1 point for each answer
- 3 points for Jewish related word that uses all 7 letters.

RATING:

- 9 = Good
- 15 = Excellent
- 20 = Genius

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*Ha'makom yenahe
etkhem betokh she'ar
avelei tziyonvi'Yerushalayim.*

BERNICE COHEN

Wilmington - Age 97, passed away Saturday, June 16, 2018 at the Kutz Home.

Bernice had many stories she liked to share. She always seemed to lose her keys, but they always ended up in her pocketbook. Bernice was a good mom who was very much loved by her family.

Preceded in death by her husband, Irving and son, Lee; she is survived her son, Arthur; sister, Roberta Greenberg; and daughter-in-law, Phyllis Cohen.

EMMANUEL "BUDDY" COOPER

Claymont - Age 92, of Claymont, DE passed away peacefully on May 25, 2018. He was born in Philadelphia, PA on October 18, 1925 to the late David and Anna Cooper.

The aptly named "Buddy" Cooper was

simply everyone's friend. His contagious smile and unwavering demeanor lit up every room and brightened every event. Whether he was bellowing out a rendition of Sinatra's "Young at Heart" or delivering one of his patented bear hugs, Bud always reminded us that no problem was too big and every day was worth embracing. An avid golfer and bowler, he loved a good competition, as evidenced by the many trophies he accumulated over the years. Yet ultimately, his most enjoyable times were with family, playing backgammon or 500 rummy, hanging at Brandywine Country Club, or indulging in a Claymont sub.

As a young man, Buddy served in Germany during World War II, earning him a Purple Heart for bravery. After the war, he lived in Philadelphia, PA with his beloved Shirley and extended family. Buddy and Shirley raised their three children in Claymont, living in Ashborne Hills for years.

The family would like to thank the wonderful staff of the Kutz Home for their outstanding care and compassion given to Buddy during his time with them. Sincere thanks to Compassionate Care Hospice for their loving care during the final stages of his life.

He is survived by his wife of 72 years, Shirley; his children, Rochelle, Jeffrey, and Fara (Howard); his grandchildren, Sam (Holly), Charles (Shannon), Jenna (Scott), Elana, Amanda, and Riley; his great-grandchildren, Brooks, Sophia, Lizzie, Kayla, Brynlee, Asher, Casey, and Spencer.

In lieu of flowers, the family requests donations be made to the Milton and Hattie Kutz Home, 704 River Road, Wilmington, DE 19809 or Compassionate Care Hospice. (www.cchnet.net).

MILLARD E. DAWSON, III

Newark, DE - Millard E. Dawson, III, 73, of Newark, DE died peacefully with his family at his side Monday, May 28, 2018 of complications from Alzheimer's disease.

Born in Wilmington, DE, he served proudly in the U.S. Navy for 23 years followed by 10 years at Delaware Emergency Management Agency and 15 years teaching at Delaware Technical Community College. He was an active member of the New Castle Sailing Club as well as the U.S. Submarine Veterans Holland Club and an avid reader of science fiction novels.

He is survived by his loving wife of 53 years, Lois; son Frank of Newark, DE; daughter Carol Finfer (Matt) of Wilmington, DE; three wonderful grandchildren, Erin and Andrew Dawson and Samantha Finfer; sister Bea Kelly of Elkton, MD; sister-in-law Lisa Dawson of Wilmington, DE; numerous nieces and nephews; and countless friends.

He was predeceased by his mother, Lora Belle Dawson and father, Millard E. Dawson, II, both of Wilmington, DE and his brother Ben Dawson of Wilmington, DE.

In lieu of flowers, the family is requesting contributions be made to the Alzheimer's Association, 225 N. Michigan Avenue, Chicago, IL, 60601. To send messages of condolence visit www.mccreryandharra.com.

GEORGE FELDMAN

Wilmington - Age 75, passed away Saturday, June 2, 2018 at his home in Heathergreen Commons.

Born September 17, 1942 in Wilmington, DE to the late S. Sidney and Helen (nee Hochman) Feldman; George graduated from P. S. duPont High School and Drexel University. He served in the US Air Force during Vietnam. George always wanted to be an accountant and worked as one for over 50 years. He was a

MORE ON NEXT PAGE

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devoted family man, doing more for his family than most would. Both he and his wife, Miriam were lifelong members of Congregation Beth Shalom.

Survived by his wife of 54 years, Miriam; children, Dr. Jill Mackey (Paul), Lee Webb (Chris), and Beth McCracken (Bill); grandchild, Lequan; and brother, Robert (Chris).

In lieu of flowers, the family suggests contributions to Congregation Beth Shalom, 1801 Baynard Boulevard, Wilmington, DE 19802.

HELENE “ELAINE” FULLER

Wilmington - Age 82, passed away Thursday, July 5, 2018.

Born November, 1, 1935 in New Bern, NC to the late Meinard J. and Helen E. Patterson. Elaine worked for Schoenberg Memorial Chapel and Barbara H. Schoenberg, CPA for many years prior to her retirement.

Preceded in death by her brothers, Roark and Neil Patterson; she is survived by her husband of 64 years, R. Wesley Fuller, Jr.; daughter, Deborah Lardear (John); son, Richard M. Fuller (Debbie); 5 grandchildren; 1 great-granddaughter; 2 sisters, Carol Smith and Judith Cahall.

In lieu of flowers, the family suggests contributions to Compassionate Care Hospice, 405 E. Marsh Lane, Suite 4, Newport, DE 19804.

JOAN E. GOLDBERG (NEE EPSTEIN)

Wilmington - Age 87, passed away Wednesday, June 6, 2018.

Born February 12, 1931 in Wilmington, DE to the late Harry and Hannah (nee Waxman) Epstein; Joan taught in the Brandywine School

District for 30 years. She was involved in both Junior Board and Wintethur.

Preceded in death by her husband, David; and son, Allan; she is survived by her daughter, Hara Blum (Mark Prickett); grandchildren, Teddi Stehl (Mike) and Kelli Gant; great-grandchildren, Mackenzie and David.

In lieu of flowers, the family suggests contributions the Compassionate Care Hospice Foundation, 248 E. Chestnut Hill Road, Suite 4, Newark, DE 19713.

HERSCHEL IRA GORDON

San Diego, CA - Age 56, passed away May 21, 2018.

Born November, 20, 1961 in Wilmington, DE to the late Herman and Rosalyn Gordon, Herschel grew up in Philadelphia, PA, attended several schools, but graduated from George Washington High School and attended West Chester University. While in high school, he read Torah weekly at the Neziner Congregation (now Temple Beth Zion - Beth Israel). His love of Israel provided him the opportunity to serve in the Israel Defense Forces for 2 years, live on a kibbutz, and work as a bookkeeper. Herschel returned to the US, lived in Boston, MA, worked as a mail courier, and became a (not so serious) fan of Boston area sports. He then moved to Phoenix, AZ then San Diego, CA where he lived the remainder of his life. Herschel loved the San Diego weather and the offerings of the University of San Diego. He attended all of their home basketball games and many of their cultural events and lectures, becoming well known among the people who worked there. Despite his many challenges, Herschel was a kind, loving, and gentle soul. A lifelong Philadelphia sports fan, he loved the Eagles and Phillies. Herschel loved his family and had an unending curiosity about the world around him, conscientiously reading the newspaper every day and following the political situations. He had a passion for reading books - mostly biographies, watching television, and seeing movies. Herschel will be greatly missed by his family and by an array of wonderfully supportive caregivers in San Diego.

Preceded in death by his parents, Herman and Rosalyn Gordon; Herschel is survived by

his sisters, Rabbi Ellen Bernhardt (Steve) and Rebecca Starr; nieces and nephews, Idit Kendall (Jordan), Joshua Romirowsky (Alexandra), Elana Gajer (Joshua), Elianna Starr, Uri Starr, Jill Braasch (Peter), Paula Bernhardt; and 10 great-nieces and great-nephews.

In lieu of flowers, the family suggests contributions to The Tikvah Program for Special Needs, Camp Ramah in the Poconos, 2100 Arch Street, Philadelphia, PA 19103; The Foundation for Developmental Disability, 4355 Ruffin Road, Suite 116, San Diego, CA 92123; or a charity of your choice.

ETHEL GORENSTEIN (NEE GERSHMAN)

Wilmington - Age 95, formerly of Philadelphia, PA passed away peacefully on July 10, 2018.

Ethel was born in Philadelphia to the late Emanuel and Frances Gershman (nee Rosner). She married Samuel Gorenstein in 1946, together they worked in their grocery store in Strawberry Mansion and later she was the bookkeeper for their vending business after moving to Bell's Corner. Ethel and Sam were among the founders of Temple Beth Ami in Northeast Philadelphia. She was very active in synagogue life and sisterhood for many years. She was Aunt Ethel to many generations of pre-schoolers, making sure they arrived safely at school every day.

Ethel is lovingly remembered by her daughters, Anita (Edward) Sobel and Frances (Alan) Gold; her grandson, Mathew Gold; her granddaughters, Dara (Daniel) Barber and Jaimie (Chris) Russell; and her great-grandchildren, Jackson, Aja, Alec, and Edan.

She is also survived by her son, Charles (Gail); her grandson, Jeremy; her granddaughter, Heather (Chris) Dutra; and great-grandchildren, Hayden and Evan.

In lieu of flowers, the family suggests contributions to Congregation Beth Shalom or a charity of your choice.

MORE ON NEXT PAGE

Please send obituary submissions of 300 words or less to Jaidy@ShalomDel.org



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*Ha'makom yenaheh
etkhem betokh she'ar
avelei tziyonvi'Yerushalayim.*

JACOB HOFFMAN

Garnet Valley - Age 92, passed away Monday, May 28, 2018 at home.

Jacob graduated from Washington University in St. Louis where he met his wife, Gloria. He worked as a Chemical Engineer for Allied Chemicals for over 35 years. Jacob served in the US Army Air Corp and was involved with the Jewish War Veterans. He was a lifetime member of the Adas Kodesch Shel Emeth Synagogue Board of Directors, participated in its Men's Club events, and attended classes at the Siegel Jewish Community Center.

Preceded in death by his wife, Gloria Hoffman, brother, Joseph Hoffman, and sister, Libby Meyer; Jacob is survived by his children, Beth (Richard) Fentin of West Palm Beach, FL, Steve (Galit) Hoffman of Afula, Israel, and Lynn (Bob) Adelman of Newark, DE; 8 grandchildren, Rebecca (Jeff), Julie, Michael, Ayelet, Maayan (Amit), Lotem, Jeff (Bethaney), and Mark; 3 great-grandchildren, Ethan, Emily, and Abby; brother-in-law, Oscar Goldberg; and sister-in-law, Joan Hoffman.

In lieu of flowers, the family suggests contributions to the Pancreatic Cancer Action Network (www.pancan.org) or the Alzheimer's Association (www.alz.org).

WILLIAM "BILL" F. RICHARDS, JR.

Claymont - Age 64, passed away peacefully Saturday, May 19, 2018 with this loving family by his side.

Bill was born October 14, 1953 in Darby, PA to Madelyn Johnston and William Richards, Sr. He served in the US Navy for 16 years. Later, Bill worked as a General Contractor and was involved with the Special Olympics; as well as serving as a member of the Knights of Columbus. He was a devoted and loving family man, who adored his wife and family. In his leisure time, Bill loved spending time with his grandchildren,

Bill is survived by his beloved wife, Theresa; children, Michelle Lawson, Billy, Bryan, Bruce, and Benjamine (fiance Betsy); 10 grandchildren; and 4 great-grandchildren.

SHIRLEY CHUSE ROWE

Wilmington - Shirley Chuse Rowe, 91, Wilmington, DE, passed peacefully on Friday, June 1, 2018, surrounded by four of her children. Born Dec. 17, 1926, Bronx, NY, of Russian immigrants, Solomon and Fannie Chuse. She grew up in Brooklyn and Germantown, PA, helping her parents in their tailor shop where she learned to sew and later, in their candy store. She worked as camp counselor and secretary before marrying her true love, Marvin, in 1951. Shirley continued to work for two years while Marvin completed college - a woman ahead of her time. She then embraced being a full-time mother in 1953 with her first born, Steven, in Wilmington. In 1955, the family moved to Cranston, R.I., where she brought four more children into the world. Shirley was truly in her element as a creative mother and devoted wife. Marvin's transfer at DuPont returned the family to north Wilmington in 1967.

Following Marvin's death in 1979, Shirley worked at DuPont for ten years in the Carpet Fibers Division as Administrative Assistant for a team of researchers. She co-edited the newsletter and enjoyed writing articles.

Shirley was positive, generous and thoughtful, always putting others first. Caring and giving, with a sense of humor and wit, she was cheerful and friendly to all people.

She enjoyed knitting, crocheting, sewing, writing, music, stamp collecting, reading, bowling, theater, word games, puzzles, fitness and healthy eating. She visited Israel, England, Europe and Scandinavia. Shirley loved her friends and especially enjoyed the "Unbirthday" Parties with her gym buddies from PMRI, where she worked out for twenty years. She donated regularly to many different charities.

Pre-deceased by husband, Marvin H. Rowe; eldest son, Steven Rowe; sister, Pearl Chuse; brother, Daniel Chuse. Survived by daughter, Michelle D. Rowe of Wilmington; sons, Barry, Jeffrey and Brian; and daughter-in-law, Daizy of England.

In lieu of flowers, donations can be made to Northern Plains Reservation Aid.

LILLIAN MYERS SAUNDERS

Wilmington - Lillian M. Saunders age 93 of Wilmington, Delaware passed in peace Monday, July 2, 2018. Predeceased by her husband Warren Gibson Saunders (2004). She is survived by three children, two grandchildren, and two great-grandsons.

WILFRED "TED" L. SAXE, III

Claymont - Age 55, passed away May 20, 2018.

Ted loved football, and was a Civil War buff. He was friendly and always had a joke for everyone.

Ted is survived by his father, W. L. Saxe, Jr.; brother, James A. Saxe; and longtime companion, Debora Davis.

DR. CHARLES SHAMBELAN

Glen Mills, PA - Dr. Charles Shambelan of Wilmington, DE and Glen Mills, PA born on March 16, 1930 in Philadelphia, PA, passed away at the age of 88 on May 13, 2018 in Glen Mills.

Charles earned undergraduate and graduate degrees from Temple University and a PhD from the University of Pennsylvania. He worked as a Senior Research Fellow at DuPont for 32 years until retiring in 1989. Charles received recognition from the company for his contributions to the development of Sontara, of which he holds several patents, and Kevlar. He had a passion for photography, watches, and Goodwill.

Preceded in death by his brother, Ernest Shambelan and sister, Bea Krebs; he is survived by his loving wife of 61 years, Kay; his daughters, Adele Diener and Michlele Nathanson; and sister, Gladys Blum.

Donations in Charles' name to the Maris Grove Resident Care Fund are welcome and appreciated.

SELMA REISER SOMMERS

Wilmington - Age 92, passed away July 14, 2018 surrounded by her family. Born in Philadelphia, PA on February 8, 1926, she was the eldest child of Rose and Edward Reiser.

Preceded in death by her brother, Dr. Martin Reiser (Enid); Selma is survived by her loving husband of 69 years, Joseph; her three children, Dr. Alan Sommers (Nancy) of Scottsdale, AZ, Robin Lange (Ellis) of

MORE ON NEXT PAGE

Silverspring, MD, and Dr. William Sommers (Kathryn) of Centerville, DE; five grandchildren, Ashley (Dr. Douglas Robertson), Jeffery, Katie, Andrew, and Will; two great-grandchildren, Eloise and Catriona; sister, Shirley Zaid (Gerald) of Carlsbad, CA; and brother, Ronald (Marlena) of Castle Rock, CO.

She will be remembered for her selfless devotion to her family and will be dearly missed. Family members wish to thank her caretaker, Cheryl Gregory, and the kind staff of the Kutz Home.

Services will be private. In lieu of flowers, the family suggests contributions in Selma's memory to the Kutz Home, 704 River Road, Wilmington, DE 19809.

SUSAN SPITZER (NEE MARON)

Glen Mills - Age 94, passed away Tuesday, May 29, 2018 at home, in Maris Grove, surrounded by her family.

Born November 14, 1923 in Szekesfehervar, Hungary to the late Anna (nee Sugar) and Geza Maron, Susan and her sister were the only members of her immediate family to survive the Holocaust. After WWII, in Hungary, she met and married Zoltan Spitzer. As survivors, they lived and loved life to the fullest, raising three daughters and rebuilding the family they both lost during the Holocaust. Arriving in the United States in 1957, Susan and Zoli lived the American Dream - starting as a seamstress, she started and owned Susan's Uniforms for over 50 years.

Preceded in death by her husband of 59 years, Zoltan; and grandson, Adam Spizz; she is survived by daughters, Marika Spizz, Eva Weissman (Howard), and Karolin Lipman (Mark); 5 grandchildren, Jack Spizz (Kim), Alan Weissman, Andrea Weissman (Nashama), Danielle Lipman (Benjamin Wolff), and Jillian Lipman; 5 great-grandchildren; and sister, Maca Stern of Rehovot, Israel.

In lieu of flowers, the family suggests contributions to Congregation Beth Shalom, 1801 Baynard Boulevard, Wilmington, DE 19802 which she was a long time member or Jewish Family Services of Delaware Refugee Integration Support Effort (JFS RISE), 99 Passmore Road, Wilmington, DE 19803 who helped relocate Susan and Zoltan when they arrived in the United States.

MICHELE L. STEELE

Dover - Age 62, passed away Wednesday, July 4, 2018.

Born October 5, 1955 in Philadelphia, PA to the late Leonard and Zelda Pearl (nee Korr), she graduated from Mt. Pleasant High School and the University of Delaware. Michele worked for the State of Delaware, Division of Child Protective Services as a Social Worker and as a Foster Home Coordinator. As a Breast Cancer Survivor, she was a local organizer of Relay For Life.

Michele was a Board Member of the Central Delaware Blues Society; supporter of the Delaware Patriot Guard Riders; a USO Representative providing support for Gold Star Families and Fallen Warriors; and the 2016 recipient of the President's Volunteer Service Award by the Corporation for National and Community Service.

How fitting it was that she gained her angel wings on July 4, as she was a dedicated volunteer of the USO, supported our troops, her beloved veterans, and was a true patriot. Her beautiful smile lit up every room and always had a big hug for all. She dedicated her time to organizations, loved listening to music and supporting bands, especially her Blues. Michele's life was rich with the love of "her girls"; her grandson (the love of her life); and her fur babies. Memories of seeing Paris with her brother and sister-in-law were always cherished.

"All you need is faith, trust and a little pixie dust."

Survived by her daughters, Danielle Masterson (Justin) and Nicole Shaw; grandson, Carter; brother, Scott Pearl (Mary Anne); and half-sister, Bonnie Lily.

In lieu of flowers, the family suggests contributions to to the USO of Delaware (delaware.uso.org) or Relay For Life of Delaware.

BESS HOBERMAN WALK

Bess Hoberman Walk, 107, passed away peacefully at the home of her daughter and son-in-law, Nancy and Bob Kauffman, on June 24, 2018. She was born on January 29, 1911, to Hinda and Mayer Milgram in Philadelphia, PA. William Howard Taft was president. She was an accomplished pianist and organist.

She accompanied the silent movies in her father's motion picture theaters, Milgram Theaters. In 1932, she married Al Hoberman. She was married to Al for 49 years and later was married to Arthur Walk for 17 years. The young couple moved to West Chester in 1935. In 1948, she with her husband opened a women's shop which they ran until 1972. Many generations of brides bought their wedding gowns at Hoberman's and still remember the wonderful time in choosing just the right gown for them. She was also an avid golfer, achieving her first hole-in-one when she was 86 years old. On Tuesdays she played bridge and on Thursdays she played Canasta and continued to play canasta into her 107th year. Bess was an active member of Keshet Israel Congregation and Hadassah. For many years she was a volunteer at the Chester County Hospital. She had the most amazing, positive approach to life and living. She loved and was loved by her five grandchildren and nine great-grandchildren.

She is survived by her son Dr. Maury Hoberman (Joyce), her daughter Nancy Kauffman (Bob), her grandchildren Susan Kauffman, Robin Kauffman (Dr. Bruce Saran) Ruth Ann Weiss (Dr. Barry Wasserman), Jerry Hoberman (Theresa) and Craig Hoberman (Debbie) and great grandchildren Allison Saran, Stephanie Saran, Jamie Weiss, Abigail Hoberman, Jesse Saran, Zachariah Hoberman, Sam Weiss, Jacob Hoberman, and Adam Hoberman.

Donations in her memory may be sent to Keshet Israel Congregation, 1000 Pottstown Pike, West Chester, PA 19382 or the charity of the donor's choice.

Please send
 obituary
 submissions
 of 300 words
 or less to
 Jaidy@ShalomDel.org



Visit the Jewish Federation of Delaware website at ShalomDelaware.org for a full, up-to-date listing of community events.

AUGUST 2018

WEDNESDAY, AUGUST 1, 2018

BBQ Dinner

5-7 PM

Siegel JCC Pool Deck

Come enjoy some food on the pool deck for our final Summer BBQ of the season! We will have live Zydeco music. For questions, contact Katie Glazier at katieglazier@siegeljcc.org

SATURDAY, AUGUST 4, 2018

Movies in August: Karate Kid

8:15 PM

Siegel JCC Outdoor Amphitheater

Join us outdoors for Movies in August! Tonight, we're screening "Karate Kid" (PG). For questions, contact Mona Duwell at monaduwell@siegeljcc.org.

SATURDAY, AUGUST 11, 2018

Movies in August: Jumanji: Welcome to the Jungle

8:15 PM

Siegel JCC Outdoor Amphitheater

Join us outdoors for Movies in August! Tonight, we're screening "Jumanji: Welcome to the Jungle" (PG-13). For questions, contact Mona Duwell at monaduwell@siegeljcc.org.

TUESDAY, AUGUST 14, 2018

Jewish Heritage Night at the Blue Rocks

6:35 PM

Daniel S. Frawley Stadium

801 Shipyard Dr.

Wilmington, DE 19801

Join us for a night of celebrating Jewish Heritage and Baseball! First 500 fans will receive a Jewish Heritage T-Shirt, presented by Jewish Federation of Delaware. Kosher food selection. Authentic music and atmosphere.

SATURDAY, AUGUST 18, 2018

Movies in August: Goonies

8:15 PM

Siegel JCC Outdoor Amphitheater

Join us outdoors for Movies in August! Tonight, we're screening "Goonies" (PG). For questions, contact Mona Duwell at monaduwell@siegeljcc.org.

SUNDAY, AUGUST 19, 2018

Babysitters Training

9:30 AM – 3:30 PM

Siegel JCC Board Room

Teens will learn techniques in basic care, first aid, introductory CPR and how to be the best babysitter possible! For participants ages 11-15. Cost: \$80/members, \$100/non-members. For more information or to register, please visit siegeljcc.org or contact Steph Kegelman at stephkegelman@siegeljcc.org.

SATURDAY, AUGUST 25, 2018

Movies in August: The Greatest Showman

8:15 PM

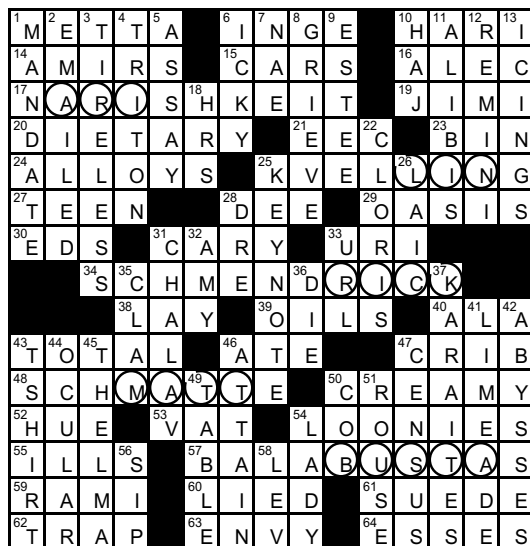
Siegel JCC Outdoor Amphitheater

Join us outdoors for Movies in August! Tonight, we're screening "The Greatest Showman" (PG). For questions, contact Mona Duwell at monaduwell@siegeljcc.org.

PUZZLE SOLUTIONS

YIDDISH NAMES

PUZZLE LOCATED ON PAGE 36



JEWISH SPELLING BEE

PUZZLE LOCATED ON PAGE 37

HERE IS A LIST OF SOME COMMON WORDS

(Yes, we know there are more words in the dictionary that can work, but these words are the most common):

JEWISH ANSWER: RABBINICAL

OTHER ANSWERS: BARBARIAN, LIBRARIAN, BARBARIC, BIRACIAL, BIBLICAL, CANNIBAL, RABBINIC, ARABIC, BANANA, CABANA, ABACI, ALIBI, BRAIL, BRAIN, BRIAR, CABAL, CABIN, LIBRA, RABBI



WIRED TO LEARN

By Jaidy Schweers, Editor

I didn't always feel Jewish.

My maternal grandfather was brought up as a Reform Jew in a predominately Jewish neighborhood in Hackensack, NJ. My maternal grandmother was raised in Passaic, NJ in an Orthodox home until she was 16; and then – for reasons I've never quite gathered – her family chose to live a completely secular life. My mother's experience of the holidays, therefore, was an amalgam of religions where in December she was found lighting the Menorah and gobbling down brisket and *kugle*, while simultaneously hanging stockings on the mantel, dreaming of sugar plums, and a plump, jolly fellow. By the time my mother went to college, she moved to Greeley, Colorado where the concept of Judaism was about as prominent as snow in the Caribbean – any Jewish connection she had, was left to her lineage.

The Jewish traditions that trickled into my upbringing were scarce. The brisket and *kugle*, thank goodness, were keepers. And just two other things: the value of family and education.

The concept of *family* was very tangible to me as a child; the hugging, the doting, the eating together, the celebrating

together, the talking together, all of which were very observable behaviors to a young child.

The teaching of educational values was a bit more difficult to identify. Of course, school was a part of my life. Going to school was like an automatic reflex. It was the law; the notion of legality emphasized its importance (however, that law was only enforced until the end of junior high school). Even then, I pushed on, without ever thinking I wouldn't. No one ever said to me: *Jaidy, I expect you to finish high school*. Of course not. That would have sounded ridiculous. No one ever said to me: *Jaidy, I expect you to go to college*. Equally ridiculous. But somehow, *I knew*. I knew the expectation without it ever being overtly communicated. I was wired to be educated. And there's the rub. The value of education is not merely a notion of practicing or teaching a tradition; the value of education is embedded into the fabric of Jewish ancestry. This, my mother passed on.

Jews, appropriately known as *The People of the Book*, migrated to the US, known as *The Land of Opportunity*, and embraced the

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PHOTO BY JAIDY SCHWEERS

WIRED TO LEARN

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chance to achieve for themselves and their families. American Jews impressed upon their children the importance of academic excellence, and embraced the windfalls of publically supported education. And within the last decade, according to the National Jewish Population Survey, relative to the total US population, “Jews are more highly educated, have more prestigious jobs and earn higher household incomes.”

But my point here is not to aggrandize my people by generalizing how rich and educated they are (because a. some of us are happy and neither rich nor educated, and b. there is a concept called *kindness* which to many trumps money any day of the week). My point is to emphasize this: In just a few weeks our children will be going back to school. As parents, we make decisions about our children’s education throughout every year. *Do I sign her up for this? Do I sign him up for that? Do we go with Charter? Do I pay for private or entrust in public? Should I make teacher requests? Do we Choice-In? Do we Choice-Out? Do we begin filling out the college apps now? Or wait until she’s at least eight? No, better do it now.* The rucksack of options can be too heavy to bear. And of course I frequently wonder if the decisions we’re making will be the right ones. Yet these bridges of choices we cross will continue to be built, and we will continue to dutifully cross them whether the outcomes turn out rotten or rusted. And we will always be committed to high standards of education.

Why? Because it’s in us to do so.

And it’s in our children to do so. Being reminded of this prompts me to relax, trust, and step back from the chaos of choice and verdicts, and watch my children use what is intrinsic in their nature to be vessels of their own achievement.

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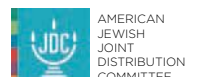
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