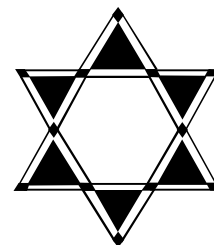


Jewish Home Educator's Network



As the deadline for this issue on Burnout approached, and then passed, I found myself experiencing firsthand the feelings of being overwhelmed that are often associated with burnout. Between appliances and household systems breaking down, trying to push through two major projects (one of them JHEN), upheavals in our synagogue life, working on creating a new congregation, sick animals, and the sudden realization that the next Bar Mitzvah in our family was only six (no! FIVE!) weeks away, I suppose I had some justification for feeling overwhelmed.

In an attempt to address some of the life issues without encumbrances, I made up a week's worth of assignments for my children -- a lot of reading, some videos and games, math, internet research -- mostly things that they enjoy. But the assignment sheets were a waste of my time. Less than 10% of my suggestions, assignments were actually carried out -- and virtually none of the household and life issues were dealt with successfully.

Why does this happen? I suspect that for one thing, my children can sense when my attention is divided, when other worries are distracting me. This puts more stress on them, which they in turn express in ways that add to my frustration and stress. It's a vicious cycle.

Yet in the midst of the chaos that ruled here for a couple of weeks, while I was searching for the receipt for the broken refrigerator (so that the repairs would be covered under the warranty), something interesting happened. I was searching through four-year-old boxes of papers, dating from the beginning of our homeschooling journey, and I kept coming across items that reminded me why we had initially made the decision to homeschool. The reasons we had then are just as valid now.

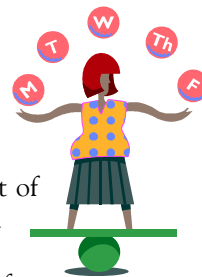
So, while you may see some advice from me in this issue, don't think for a moment that I have it all together. I have my days of doubt and anxiety, the same need to put the focus back on my family and on our reasons for homeschooling. I'm kind of grateful for the time I spent examining this topic so closely, actually. It's giving me the impetus to get our family and our homeschooling back on track -- as soon as JHEN gets out the door and El's Bar Mitzvah plans are underway, and ...

Joan Horowitz

The Jewish Home Educator's Network is open to all Jewish families regardless of affiliation or level of observance. We welcome your articles and questions, no matter what your age. Please write to us c/o Horowitz, 11 Gannett Terrace, Sharon, MA 02067 or via e-mail to Joan Horowitz at <beithoro@bellatlantic.net>. We may edit for grammar, punctuation, and space. To subscribe, please send \$12 (\$18 in US funds for addresses outside the US) to c/o Kander, 2122

Burnout

We are very light on reader input for this issue. Yet we believe that burnout -- the panicked feeling that deciding to homeschool was a BIG mistake -- is something that most of us go through at one time or another. So this issue includes some ideas on avoiding and on getting past burnout from other sources as well. And when homeschooling is really getting you down, try some Boredom Busters (page 9) or find a homeschooling friend and train for the Guilt Olympics (page 13).



From Karen Semple: Just a few words on burnout. What to do instead of tearing out your hair, screaming at the kids, sending them back to school -- D SCHOOL!!! If you are burnt out you are out of balance somewhere in your home educating. This is the time to come to a screeching halt, pause, reflect, and evaluate your approach and how necessary all those field trips really are. This is the time to take a break -- big time.

It is so easy to run ourselves ragged trying to live up to someone else's idea of how to homeschool without realizing we are doing it. We need to have our own educational philosophy. This is the time to remember to have respect for each other, beings created in the image of God; to remember that life is short. These children are with you such a short period of time. What memories do you want them to have of these days?

One book that helped our family get on track was *7 Habits of Highly Effective Families* by Stephen Covey. (You may wish to read *7 Habits of Highly Effective People* before you read the *Families* book.) The author begins the *Effective People* book with an excellent discussion on Viktor Frankl's perspective on his experiences during the Holocaust. In the book, he guides you in creating a personal mission statement. The *Families* book guides your family in creating a family mission statement. It really helps give a sense of the family being a team and that we need to work together to accomplish our mutually determined goals. This really helps our family keep the focus of what we are about -- putting first things first.

It is important that your children own their education and that you are not educating them. Education is not something you can do to your children. If you are trying to educate your children, you may shortly find yourself burned out. If children have a sense of what the educa-

Answers on Burnout from non-JHEN

Sources

compiled by Joan Horowitz

About one year after we began homeschooling, I was having a really hard time of it. I had discovered JHEN and met Lisa Kander, whose wonderfully articulate and talented homeschooled-from-birth children had shown me that homeschooling was possible. But Lisa lived 772 miles away in Michigan and I was stuck in the dark cold winter of Massachusetts with 3 boys (8, 10, and 13) and one girl (16), an imminent Bar Mitzvah (gee, three years later and we still have an imminent Bar Mitzvah...), and the overwhelming impression that I had made a major mistake in taking my children out of Schechter.

One day, approaching desperation (and school enrollment), I found a post on a homeschooling bulletin board that indicated that some other homeschooling parent out there was also having a difficult time. So I posted the following question there:

From reading the homeschooling magazines and some comments I've seen on these boards, I thought I was the only one who ever felt this way. So I'll ask a question here I once asked elsewhere -- what do you do when these feelings come on? Is there some mantra you write, some time you listen to some CD, or do you read that helps you get your focus back?

With all respect to the poster of the "You know you're burnt out when..." list (from which I got a rueful chuckle) I am not really looking for answers about real things that people do when they get overwhelmed by the task before them.

And, again in all respect, please don't tell me that all my doubt and insecurity can be cured by prayer. My religious tradition says "Pray as if it all depends on G-d. Act as if it all depends on you." The prayer is under control; I'm ready to take some action.

Here are some of the replies I received:

From Mary L: I don't know of *any* homeschooling parent who doesn't occasionally feel overwhelmed by the task of parenting and schooling our children. It's unfortunate that more publications don't address this problem with constructive -- and *honest* -- articles. So often it's made to appear that Johnny and Janie, who (of course) were labeled gifted before they started homeschooling, are busily addressing the energy needs of the country by developing a system of energy usage that is incredibly cheap and environmentally friendly, attempting to correct Beethoven's slight misstep in the 5th symphony, and starting on that around-the-world trip that they have saved up for with the proceeds from their innovative and extraordinary home business. Mom meanwhile is happily looking on -- fulfilled and never cranky -- while her children accomplish all of this effortlessly.

The reality is that sometimes our children do extraordinary things, sometimes they surprise us with their innovation, and sometimes they drive us crazy! Parenting, in and of itself, is a challenge. When you add being responsible for guiding our children's education, you're bound to feel frustrated and burnt-out at times.

I try to gain perspective just by talking to other homeschooling parents. This, all by itself, tells me that I'm not alone in wanting to show the children our tiny military boarding school farthest from my home. It helps me remember why I homeschool in the first place. I look at their faces when they've accomplished something on their own and I realize how valuable just giving them the time and responsibility for directing their own education is. I also talk to parents whose children are in traditional schools. That helps to jog my memory of why I homeschool as well.

Joan, I'm afraid this isn't turning out to be the help and encouragement I need it to be. I'm sorry. The basic fact is that we all get burnt-out and frustrated at times. I think that we all have different ways of dealing with it. If you can get out by yourself, I think that's a great way to rejuvenate yourself (homeschooling or not). Focus on YOU. I think we sometimes get lost in all that we are attempting to give our children. If the children are seriously balking at what you are studying, take a look at what you're doing and consider a change. It's hard to do that, but it's sometimes for the best. Good luck; you're not alone in your feelings!

From Mini: I don't do much formal stuff with my kids yet as they are quite young, but this is what I do to refocus with basic parenting:

1. If I'm in the middle of it and I just get too frustrated to be calm, I stop whatever activity we are doing and either start from the beginning again or quit altogether. I leave the room if I need to, and remind myself that the focus should be on the people involved rather than the task at hand. When I'm ready, we resume or do something entirely different, or just take a break from each other and do different things separately. I do tend to talk things through at this point so the kids know what happened.

2. I try to take some time occasionally (a couple of hours or so; for me this means carving time out of a really hectic schedule, but it's worth it) to refocus on the big picture. I back up, write

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down my objectives for myself, my family, and the kids at this point in our development. Anything goes here -- the goals may be academic, but they often are not. I then try to brainstorm ways to facilitate those goals. I try to remember to think of things *I* will do or present to the kids, rather than trying to think of how I want them to respond. That way I can feel like I did my part, even if an idea flops with the kids. I usually do this refocusing after I become aware of a problem or we have a blowup, but occasionally -- just sometimes -- I am really proactive and do this regularly. That works best for me.

3. If the sheer amount of work to do is getting to me, I write a list. In some cases, I write things I need to do regularly on some index cards and keep them in a box separated by dividers with dates on them. That way, I don't have to think about ALL the things I have to do at once. I only have to look at that one card. I also can put the card in the next date section, which has some kind of satisfying effect on me. I find I get so much more done this way! Also, if I use cards, I never have to write them out again. I just have to be able to find the box! I pull out this method when nothing else works. I wish I used this one more consistently, because it is really helpful for me.

4. My oldest daughter knows just what buttons to push with me. She goes into routines where she picks a certain button to push for a while. Some times I just sit and think of ways to respond positively to her; that way I am prepared when she does something difficult for me to handle, and I can just do whatever I had planned without having to think up something on the spot. It's not perfect, but at times it has kept me from doing or saying things I would later regret.

I hope this is at least a little bit helpful. I tend to be perfectionist, and I need to back up every once in a while to make sure I am focusing on what's important (people), rather than what is not ("proper" results).

Karen S: I know the post I wrote above sounds like I'm a crazy lady constantly in my room sobbing, tearing my hair out, or driving around in the car laughing like a maniac, but those times are fewer and further apart now and the reason is because I have changed my attitude.

I read in Elijah once about priorities and something just clicked for me. I was reminded that my priorities in homeschooling should be: relationships first, skills second, and knowledge last. I was going crazy because I was trying to pour knowledge into my kids at the expense of our relationships. There is so much to learn in the world and we have the rest of our lives to learn it. We don't need to, nor is it possible to learn it all in 12 years. How many of us remember what we learned in high school, let alone 4th grade. But we do remember certain teachers either because they were very mean or very meaningful to us. It was the relationship we remembered and a good relationship many times helped us in the learning process. I want to be remembered as meaningful by my children, not ranting and raving because they haven't studied their spelling words, or they have failed yet another math quiz. So why do we spend so much time, worry, and money on *what* the kids are learning? I believe we should be concentrating on building strong

relationships and teaching them how to learn (skills). Then they have the skills to learn anything they want or need later on. They also have the skills to be able to deal with anyone and they know what makes a good relationship.

I know this is long, but a great burden was lifted off my shoulders when I began to work harder on my relationships with my children than pouring knowledge into their poor little heads.

So, when I feel slightly crazy (which again, isn't very often any more), I remember that my relationship with my kids is more important than anything else. We stop what we are doing (especially if there are tears, either by me or my kids), and just try to rebuild the relationship. If you have a good relationship with your kids you will find that they are more eager to learn and will be more willing to strive for excellence. I don't know why that works, I just know that it does.

Take care and don't give up.

Anita: Dear Joan, You are definitely **not** alone! I'm afraid that I am prone to comparing and sometimes I compare my all-too-human family to some 'perfect' homeschooling family (usually that I've read about). I'm not doing enough, my kids aren't learning enough, we aren't smart enough, good enough, etc., etc., etc.

However, my grandmother had a favorite expression: "Comparisons are odious!" Sometimes when I get a peek at the reality of the families around us, we find our 'self' surprise! that they are just as human as we are.

What to do? Take a break! A day, or two, or as long as you need to make any difference.

Reassess what the goal of this activity is.

Redesign, if that seems appropriate.

Exercise: Oddly enough, this last helps us sometimes most of all.

Hope this helps a little. God bless!

From a tikkun session on Biblical humor:

At the Henry Street Hebrew School, Goldblatt, the new teacher, finished the day's lesson. It was now time for the usual question period. "Mr. Goldblatt," announced little Joey, "there's somethin' I can't figger out."

"What's that Joey?" asked Goldblatt.

"Well, according to the Bible, the Children of Israel crossed the Red Sea, right?"

"Right."

"An' the Children of Israel beat up the Philistines, right?"

"Er-right."

"An' the Children of Israel built the Temple, right?"

"Again you are right."

"An' the Children of Israel fought the 'gyptians, an' the Children of Israel fought the Romans, an' the Children of Israel yuz always do'n' somethin' important, right?"

"All that is right, too," agreed Goldblatt. "So what's your question?"

"What I wanna know is this," demanded Joey. "What wuz all the grown-ups doin'?"

That's IT! You're Going Back to School!

We asked the Chevra e-mail list for Jewish homeschoolers to share with JHEN the threats (if they were the threatening type) they use on their children on days when it all becomes just too much to handle. Here are some of their responses:

Helen Koenig: Standard lines in my house are --

(1) If you don't straighten up - you are going to move into time out - and your grandchildren will come to visit you - and you know what? You will still be in time out! Note: Maximum length of time out is 5 minutes around here. It would probably help a **lot** if I defined "straighten up" or "develop a good attitude" a lot more clearly!

(2) If you don't pay attention, I am going to put the books away and we **will not** have school today! This sounds wimpy but usually works - idea of being deprived of something - and making school a privilege. **However**, it depends on the child! Son Nathan would have laughed himself silly!

(3) Mostly if Sammi is driving me nuts - she needs activity focused stuff - I get her to focus her energies in a way that *helps* the family instead of taking energy from it! You see - I have these floors that need cleaning, monitor screens that *always* need dusting, laundry that needs folding, bathroom toilets that need flushing etc - good stuff like that! I read about it in *A Foster and Come Love and Logic Parenting* book! It works!

(4) Early bedtime/bedtime - she *must* be tired if she is acting out like that!

(5) When all else fails - I figure that kids *need* to have a terrible awful horrible day. After all - I have them too. So - I sit down - explain that we are going to have a brief day (and how brief depends on behavior), and just hit the basics - no frills, nada! Just basics - and be done with it.

I don't use the public school threat too often - son Nathan would have gone just for the heck of it. Sammi would go because she would think that is what I wanted her to do - and I would have a *horrible* time getting her back out of the clutches of Midstate again!

Lisa Holstein: Well, Joan, I can't "threaten" them with military school, because they seem to think that living with their daddy would be much more enjoyable than only having me around. Little do they realize that daddy would soon be singing the same tune as me when it comes to things we don't do, etc. Plus, with soldiers, airmen, sailors, and marines all around, well, it just isn't that much of an unknown to them. On bad days I hold out the public school possibility. Aaron can go to school and have to sit in his chair and do exactly what the teacher tells him and cannot interrupt with questions or try different things that are not part of that day's lesson. Then he can come home and have to sit some more to finish his homework. Aaron really does not like to have to sit still. Does not like being told "no". Even more does not like the idea of having to go every day. At home, I point out, that we can always take a break when we need to have one.

Joan wrote: *Those of you who never have bad days when you wonder what you ever saw attractive about homeschooling need not*

respond. <grin>

No, none of these kind of days here. Ever. (Yeah, right.)

Lisa H. who has taught the older two to stand at attention for "retreat" and the national anthem

Oh, forgot to add, that sometimes we just have hissy fits around here. Get it all out into the open. Tell the kids I'm having a really bad moment and need a time out break. Or tell the kids they need a time out break. When done, we apologize to each other for our bad moment(s), hug, and talk. Kids keep promising to "never" again. But, as Mary Poppins says, that's a pie crust promise. Easily made and easily broken.

Jill Kasten: I have not yet used the public school threat. I threaten that I am going to leave myself instead! Mom is going to go off and find someone who appreciates all that she does for them, because obviously they don't!

Hey, I learned guilt from the best - my mother!

Cindy Nathan: For Levi Yitzhak, we used to long for Military Boarding Kindergarten. ;-)

When I first read this, I thought the subject header meant that I was being given time off for good behavior, and that I was going to be allowed out of the house, and off to school, all by myself...

Joan wrote: *Those of you who never have bad days when you wonder what you ever saw attractive about homeschooling need not respond.* <grin>

Those of you who never have bad days should respond at once. What are you taking, or what are you doing to your children? <grin> <but a strained one>

Michelle Benson: This is so funny! I always say "I am so sorry that I am bugging you. I guess maybe it's time to clean the house. That is much more exciting. Why don't you each take a toilet?" They instantly focus.

Marjorie Peskin: I love to remind my kids about that new Jewish boarding school in South Carolina. I'm *sure* they have plenty of openings. :-). My mother used to threaten to give us to the gypsies the next time they were in town, so Jewish boarding school is, in my opinion, a vast improvement. :-)

I got so pissed off a few weeks ago that I went on strike. Actually, I didn't wash dishes, I didn't cook, I didn't pick up anything, I didn't do laundry, I did absolutely *nothing* but watch daytime TV, talk on the phone to my friends and completely ignore my kids. It lasted for almost a week, but lo and behold, things started to change. They're not perfect, but they no longer ignore my requests for help.

I highly recommend a strike. A friend even offered to walk a picket line with me, as her kids were getting *really* annoyed with my strike since I refused to drive my kids to playdates. :-). And I want to tell you how this impressed my friend's kids. They were all very worried their mom would pick up on the idea.

Lyndy Bornman: When I'm pushed to the limit, I announce that I'm buying a plane ticket for Rio de Janeiro, where I intend to veg out on the beach, alone, for an unspecified period of time. If I'm really pushed to the limit, I cancel school for the day and tell the kids not to bother me with anything, make their own

lunches, handle all their own problems, etc. In other words, I go into my little shell and withdraw. And I have every right to do that -- I'm a Cancerian.

Lisa Kander: Like you I have threatened military boarding school; Quaker boarding school (which actually had some appeal for me, but made my kids think of oatmeal three times a day); I have threatened to **drop** all the "fun" stuff, getting together with friends, drama 4-H, and make them do **text books every day**.

The major threat or most immediate is public school. That you have to get **up** in the **morning** for **every day** and do **homework** every night. Or, I have threatened to just **stop** homeschooling them so that they end up serving fries at Burger King. Unfortunately, that one appealed as a career choice to my 3rd born...

Martha Benhamou-Bunch: Other than "Argh!" really, really loud I try not to ever "threaten" public school. "What do you think the neighbors are thinking I'm doing to you?" is one I've tried unsuccessfully when I've got a screaming bout happening. I want to cultivate more of an independent attitude than worrying about what the neighbors are thinking anyway, so I don't use this one too much.

When I'm tempted to threaten in the towel, I give myself the time out. Time out to stop and not say anything. Things I'll regret later. Time out to give myself a reality check. Time out to let myself stop hanging from the completion of a tantrum.

I don't like using public school as a threat because I would actually like to keep that option open and not have my children be fearful of public schools. I have asked both Caitlin and Rachel if they would like to give public school a try. I do my best not to imply any guilt in this question so they won't feel dishonest. One day they do decide to take the public school option.

I have asked my children if they'd like to go get a job and tell their boss they don't care what she says and that they're going to do only what they want. This usually quell the argument for Rachel and she'll then yell, "I'm a child. I'm only 7 and how you expect me to go out and get a job? I don't think so." Somehow that stops the argument. We wipe noses, make sure to apologize to each other and to the sister not currently involved in the dispute since the flaring tempers and voices are bound to affect her too, then make an effort to discuss what happened and how we can make it better.

If I'm not being unreasonable, then I stick to my requests (e.g. you have 10 minutes to get dressed, brush your teeth, wash your face and make your bed so we can go). My biggest lesson is monitoring my portion of the tantrum as it unfolds for any unreasonable requests (e.g. you have 10 minutes to get dressed, brush your teeth, wash your face and make your bed so we can go). I don't think the skill of problem solving/thinking on your feet was listed in my motherhood handbook but it is certainly necessary.

If something is just causing too much of a conflict then I either change the subject we're working on or I re-explain the directions of what I'm asking. Someone mentioned chores, always a good alternative. I consider us fortunate to be able to address our

feelings, anger and all, in our homeschool situation. Can you imagine how these feelings would be lost in a classroom?

Nechama Cox: On bad days we threaten that we are going to send them to Pardes House. It is a local school with very little secular education offered. Mostly it is a threat to each other rather than to Toyam Moshe. It reminds us that we do think this is the best for him, even if he is driving us up a wall.

Linda Sherwood: I am so glad you asked Joan. I have wondered if I am the only one that threatens these sort of things with my children.

When we lived at the farm in Michigan, I use to threaten to make them wake up *super* early like other children to get on the bus that rode by at 7 AM and I would remind them that they would be very hungry by the time they returned home *late* in the afternoon because there is nothing at those schools that we could eat and Mommy would never have time to pack everybody's lunches (remember, I usually would spout all these threats off when I was at the end of my rope). Or I would remind them that if they thought I was mean, they should see how children on school buses act toward each other. I would also threaten military school and remind them that though they thought I was the meanest sergeant in the world (yes, I really did make the rank of sergeant while I was in the Air Force in my younger days), there were many that were much worse than I.

Here at our new home, we live right in back of a public school that is (according to people who work government institutionalized schools) among the best in our town, so I threaten to send them there where we live so close they would have to walk to school even if it was pouring rain. I threaten to go to work and let them take care of themselves and see what kind of meals they can come up with along with their dear father. Oh, I probably come up with more when I am really upset, but these are pretty standard. There have been many times when I have just walked out the door, but here I don't have a barn to walk down to anymore to have a talk with the animals, so I go to my room and cry for a while and wonder how I ever got myself into this situation? Just when I wonder that, my little Yosi (three and a half) usually comes up to me with his sweet compassionate look and tenderly kisses me on the cheek and says "I love you Mommy". Until he or one of the other kids does that, I do admit that I lose sight of the joy of parenting.

Gee, this was good therapy to talk about, and see all of your responses. My husband thinks I'm the only Mom in the world who yells and gets upset with her kids (he doesn't remember his mom getting upset like I do -- but she has told me otherwise).

Dee Moore: Thanks for the knowledge I am not alone.

Usually it is my husband who threatens them when he comes home and find me to stressed out and walking the driveway. Bob does that on everyone's tantrum, mine included. My fallbacks are chores, bed (big time for the 4-year-old who gets violent when tired), lack of privileges (TV, visiting friends, special play time with me or Aunt Marti) or lectures (they sit, I rant). I wish when I did walk out that when I came back in they would be

cleaning, but that only happens if Dad intervenes (and they will all be crying while doing it.). What is usually the case is that it has turned into TV time and the house is even further trashed.

Jackie Jones: Linda, each of my children, when they were even younger than Yossi, and preverbal, would sense my despair. They knew that when they were sad and needed comfort, I would nurse them. So when I was sad and in need (sometimes just a-wailing on the bed), a little nursling would appear beside me climb up, cuddle, pat and latch on, and look up at me with I-love-you eyes. Of course sometimes their sweetness made me cry even more. I'm with you and admit that "I lose sight of the 'joy of parenting' every so often," too.

Nowadays my threats don't usually include public school except in my tearful "I don't think I can *do* this anymore!!! Do you *want* to go to school, 'cause we're not accomplishing anything this way!!! (and on and on)." I threaten my kinesthetic child with no skating for a year and my entrepreneur child with million dollar fines.

I tell them, "Leave me alone; I'm off-duty!!!!!" Then I tramp to my bedroom and try to slam the door, but our house is so air tight, none of the doors will slam, so it's not a very satisfying slam to me, but I'm always glad for the kids sake -- we are all high as f--- and glaring at the clock that would not cooperate.

My daughter still tries to "give Mom some space" and then go cuddle her technique. Mom who is not an affectionate person, saves it up for the perfect moment, and then stands outside the door and soothingly asks, "Are you okay, Mom?"

Somehow, they help me out of my funk.



Notes and News

From Karen Semple: Your "typical" day sounds like one of ours around here! Thank you so much for sharing! I condole with you with your synagogue situation. We are currently traveling 2 hours to go to services in Great Falls. A lot of nice people; however, I hope some homeschoolers come out of the woodwork during the Holy Days. I sure would like to connect with some Jewish homeschoolers.

We have a student rabbi flown in, so, there are no ongoing school pressures. Since we are all so spread about, most of us, including those who have used traditional schools for their children, have had to do Jewish education themselves. By and large they don't know what to say to us. One resource I didn't see listed (did I somehow miss it?) and would like to share is the Aish HaTorah web site at <www.Aish.com>. We enjoy the weekly teachings (they arrive via e-mail on Sunday, so we have plenty of time to prepare for *shabbat*) and other lists they have that bring encouragement to life joyfully.

Just an update: the smoke is finally gone. Last week (Sep 17) we did have a fire less than a mile from our house that burned about 15 acres. Amazingly, there was still a slurry bomber in Helena to drop retardant. Had it not been here, our house would have been toast. As much as we have loved living in the forest (we bought an existing home 10 years ago), it has lost some of its attraction. The drought has not been this bad since 1948. We were blessed with 3" of now on the 20th of September, but we need a lot more moisture.

On a more positive note: the inflammation in Abi's neck is now gone (Baruch HaShem!) and the limitations on her activity have been lifted. She is still currently dealing with the chorea and we are hoping it ends sooner than later. The neurologist thinks maybe by January, but we are hoping it will be sooner. I am so thankful she is now in school. Elizabeth got her first promotion in Civil Air Patrol and is busy studying for her next rank. She has volunteered for Color Guard -- something she really likes. She really wants to learn to fly, but, that will be a couple of years away as her squadron does not own a plane yet. Matthew is trying to figure out what direction to go in when he goes to college in a couple of years. He has recently been busy with his rabbits -- showing them and visiting with other breeders. He managed to come home with a couple of rabbits and was quite pleased. Rachel is much better and coming out of the woods of depression. She has a new job in a very uplifting and positive atmosphere. It has been very good for her. Thank you very much to all who have davened on our family's behalf.

March 2001 -- Issue #42

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Jewish Homeschooling Support Groups

East SF Bay Jewish Homeschoolers

We meet once a month to sing Hebrew songs. We have a wide range of ages from newborn to teenager. Don't worry if you don't know any songs and can't sing, we welcome anyone interested in singing in Hebrew. We also gather for Jewish-themed art projects, study sessions and holiday gatherings.
Contact: Susan at 510/658-3105

Jewish Home Educators of Atlanta

We have a variety of events planned and are collecting names for our e-mail list. As events become firmer we will contact everyone on our list.

Mary Francell-Sharfstein

770-754-1162

<howmar@mindspring.com>

Jewish Home Educators of New York City

<http://www.egroups.com/group/JHENYC>

The official name is the Jewish Home Educators of NYC, but it is open to residents of all NY and NJ.

Boston Area

E-mail contact: For Res (@) ol.com

Chicago Area

E-mail contact: beth @Enoshenyah.org

Connecticut

Contact: Anne Johnston, 104 Harrison St., New Haven, CT

06515 phone: 203-389-9184

e-mail: <ajohnston@connix.com>

OR Judy Aron, e-mail <AronHome@worldnet.att.net>

Portland, Oregon

Melisa Crosby <mecro@coho.net>

New England Jewish Homeschoolers

NEJHS is a new support and activity group for Jewish homeschooling families in the New England area. Our plan is to have monthly activities in different locations, planned by different families. Activities may have a Jewish theme, or may be primarily social in nature.

For more information, write to us at <newengl_jhs@yahoo.com> or call one of us: Alys Dudley (978) 663-2755; Claudette Beit-Aharon (617) 916-5115; Ellen Zagorsky-Goldberg (617) 715-0198; Jill Korman (508) 652-0938; Joan Horowitz (781) 784-4067.

You can also join our e-mail list to receive updates on events and plans:

<http://www.egroups.com/subscribe/nejhs>



The Online Jewish Homeschooler

With a wide variety of holidays coming up during the later winter and spring, I thought that this month would be a good time to point you toward some online sources for finding out more about holidays and special days like Tu B'Shevat, Purim, Pesach, Yom Hashoah, Yom Ha'Atzmaut, Lag B'Omer, and Shavuot. Most of the sites below have background information and activity suggestions for many of these special Jewish days.



Virtual Jerusalem Holidays

<http://www.vjsholidays.com/>

Jewish Holidays and Festivals on the Net

<http://www.jewishpost.com/festivals/>

Jewish Community Online

<http://www.jewish.com/holidays/>

UAHC Jewish Holidays

<http://uahc.org/holiday/>

Reviews of Children's Books on Jewish Holidays

http://www.childrenslit.com/th_jewishholiday.html

Classes on the Holidays

<http://www.ohah.org/learning/yomtov/>

Aish HaTorah's Holiday sites

<http://aish.com/holidays/>

Food sites with recipes for Jewish holidays:

Mimi's Cyber Kitchen - Recipes for Jewish Holidays

<http://www.cyber-kitchen.com/index/html/gp20.html>

Epicurious Jewish holiday recipes

http://www.epicurious.com/eating/e06_jewish_cooking/holidays/holidays.html

On a closing note -- our next issue will contain the last Online Jewish Homeschooler column unless one of you "out there" is interested in taking it over. This column is pretty free-form, so if you enjoy surfing the Web, please consider sharing some of your "finds" with your fellow Jewish homeschoolers through JHEN.

If you are interested, just e-mail Joan Horowitz at <beithoro@bellatlantic.net>.

Boredom Busters

Winter is upon us and, inevitably, there will be some days when it just isn't worth it to go outside the house. Even when you can get out, there may be some days when everyone is getting on each other's nerves. Why not have a "Boredom Buster Bag" on hand with cards that list ideas for activities, or recipes that can while away an hour or two?

Many thanks to Lisa Holstein, Tara Weinstein, Cindy Nathan, Joan Horowitz, and many others for contributing ideas. And special thanks go to Tammy Green who not only contributed ideas, but also compiled and organized them.

Arts & crafts type supplies to have on hand:

- ♦ Tie-dye kits (Jacquard makes an inexpensive kits; or buy Procion dyes if you want to get serious about it)
- ♦ Knitting, crocheting, needlepoint, weaving, etc.
- ♦ Modeling clay, playdough, silly putty, flubber
- ♦ Cookie cutters, rolling pins, clay cutting/shaping tools
- ♦ Tempera paint (powder and liquid), watercolors, paint brushes (many sizes)
- ♦ Markers, crayons, colored pencils, fabric markers, chalk
- ♦ Paper of all kinds: construction, computer, tissue, extra large
- ♦ Styrofoam squares and other shapes
- ♦ Interesting rock and shells and other found treasures to paint or decorate or use in constructions
- ♦ Old magazines
- ♦ Scissors (some patterned), hole puncher
- ♦ Glue (liquid, stick) and tape
- ♦ Origami papers and books
- ♦ Feathers, pompoms, sequins, stickers, pipe cleaners
- ♦ Glitter (if you don't mind cleaning glitter off every surface in the house for weeks), glitter glue
- ♦ Small colored beads, large wooden beads
- ♦ Plastic fusible beads (like Hama)
- ♦ String, yarn, embroidery thread, plastic coated wire, elastic string
- ♦ Stencils and templates
- ♦ White t-shirts, handkerchiefs, cotton tea towels (for painting or tie-dying)
- ♦ Stamps and ink pads
- ♦ Empty toilet paper and wrapping paper rolls
- ♦ Sand art and stained glass kits

Construction activities/toys:

- ♦ K'nex
- ♦ Legos
- ♦ Lincoln logs
- ♦ Tiddlywinks
- ♦ Rube Goldberg problem solving designs (e.g., invent something to fill a glass of water using only the materials in the art closet -- or a selected set of materials)

- ♦ Popsicle sticks
- ♦ Starch based packaging "popcorn" or "worms" -- lick these and stick together for great sculptures

Cooking:

- ♦ Fudge
- ♦ Cookies
- ♦ Gingerbread people or houses
- ♦ Chex party mix
- ♦ Creative kitchen chemistry (potions) and easy science experiment books

Other general ideas for activities (let your imagination be your guide!):

- ♦ Dress-up and drama
- ♦ Tent -- pitch one or build a fort under a table
- ♦ Pop up bus
- ♦ Draw on finger tips for finger puppets
- ♦ A grab-bag with small toys (a step up from birthday favor stuff) to use as treats
- ♦ Balloons (water and big)
- ♦ "Coloring books" for older kids like *Stained Glass Designs* by Ruth Heller, *Images by Paper* by Brown and other country based coloring books that can be found in the Mindware catalog www.mindwareonline.com
- ♦ Decorating empty jars/bowls with paint, scraps
- ♦ Mask making
- ♦ Rock painting (use the rocks later for garden borders)
- ♦ Tracing bodies and "dressing" them
- ♦ Painting empty water bottles (1/2 liter and liter sizes)

Some specific activities that may require a little advance planning or purchasing:

Make treasure bottles - Requires empty container with lid, rice, and buttons/beads, etc. of the same size. Have kids put 5-10 items in bottle (depends on size) and then fill to top with rice. Cover and shake to see what comes to the surface.

Print making with styrofoam flats - Draw/carve pictures on styrofoam. Paint/ink styrofoam, press paper on top of it, lift slowly.

Symmetry designs - Fold paper, unfold then paint or glitter glue one side, fold paper, press, then open; or draw on paper napkin with permanent markers, unfold.

Doily snowflakes -- Snowflakes have six sides so fold in half then in thirds before you cut out shapes. The more you cut away, the lacier your snowflake will be.

Bakers clay -- Play dough to form into shapes and bake: 4 cups flour, 1 cup salt, 1 1/2 cups water, mix and knead (you can also add food coloring or unsweetened Kool Aid to the water (may stain work surface) or dried tempera paint for color (glitter works too), bake cookie cutter shapes for 1 1/2 -2 hours at 250, bake thicker shapes (like a Menorah) longer.

Paper making -- Rip up soaked (drenched) paper (non-printed newsprint, construction paper, dryer lint), put in a blender (this will ruin an ordinary blender, so be prepared to buy a new one, or use an old one), then strain it on a screen (like one you would have on a window, or a stocking stretched across a hanger), spread the mash out on the screen as thinly and evenly as you can and then wait around for days for it to dry thoroughly. You can add rose petals, small leaves and lavender flowers before blending and/or press whole small leaves and more flowers into the corners of your finished product before setting it out to dry.

Modeling chocolate -- Take a bag of chocolate chips -- white, milk, or double chocolate insanity and melt them in a double boiler. Add seven tablespoons of corn syrup. Probably butterscotch and peanut butter chips work, too. Mix these together and allow to cool -- it's got all the possibilities of Fimo and is also very edible. You can press it, pasta roll it, mold it, it's great stuff and great fun. You can mix in food coloring too for more colorful sculptures.

Fashion/drama play -- Fill a large Rubbermaid tub with lengths of cloth (\$1/yard at Wal-Mart! A yard would wrap a young child's body-- so with only \$20, you could get 20 kinds of fabric!), some belts and sashes and ribbon, safety pins and bows and flowers and other bangle kinds of thing. Plus a full length mirror. Kids can drape and pin the fabric to make many different "outfits".

Puppet theater -- Create a temporary theater that can be set up with a minimum of fuss by using an extension rod across a doorway or hall. Turn a card table on its side for the puppeteers to hide behind. For a more permanent installation, use an appliance box, cut out the "face" and string a curtain across the top on a string. Kids can decorate the outside of the box to their heart's content.

Make a family flag, banner, or tablecloth -- There are countless variations on this project -- felt banners with appliqué pieces, fabric paint, whatever kinds of things your family enjoys doing. Some people have made outlines of the hands of all family members; one family varies this by using plain white tablecloths at family dinners and leaving fabric pens out so that family members and guests can sign the cloth and add drawings or sayings. This family uses the same cloth for several years so that it becomes a kind of heirloom or keepsake, a remembrance of past family gatherings.

Hanukka Craft Ideas

Dreidel pins out of felt: Cut your design out of the felt, decorate, and then glue a pin (found in a craft store) on it.

Chanukiahs out of tile and nuts or other materials: Take a tile (found at Home Depot) paint it using Epoxy Glue (other glues may work). Glue on the nuts to use as candle holders. Almost any kind of craft material can be translated into a creative hanukiyah project -- cruise the aisles in a hobby or crafts store for some ideas. Many stores and catalogs also have inexpensive hanukiyah kits for sale if you don't feel inspired.

Make Hanukka t-shirts by painting the children's fingers (no thumbs!) with fabric paint and then pressing their hands onto the shirt. Leave a space for a shamash between the two hands -- the fingers are the candles. Use fabric markers and paint to add details to your hanukiyah.

You can make various stamps using sponges or potatoes. Dreidls are easy to carve, so are Jewish stars. Use fabric paint to paint onto shirts, or paint pens and stamp pads to print onto paper. Here's a source for Jewish stamps if you don't feel like making your own: <http://www.go.to/Ruth'sJewishStamps>

If you want to purchase crafts kits with a Hanukka theme, Oriental Trading Company has some. They also have inexpensive Hanukka tchatkes if you are having a party and need some favors:

<http://www.oriental.com/webapp/commerce/command/ExecMacro/catdisp.d2w/report>

Making Hanukka candles is also fun. If you aren't ready to dip candles, lots of crafts stores sell sheets of beeswax that can be rolled around a wick to make colorful candles.

Dreidls aren't usually made of clay, but there is that song that everyone seems to know. Get some self-hardening clay and make some dreidls. Be sure to carve or paint the appropriate letters on the sides.

Meeting Cards -- sheets of stickers, plastic sheets -- similar to transparency sheets, stained glass paints -- that one uses with toothpicks to fill in blank spots in the stickers that are placed on the plastic sheets, and cards stuck with envelopes that have cut out windows in them for the stained glass paintings.



Hanukkah Zedakah Project

If your children really get into the card-making mood, they can send extra cards to places like Shalva in Israel to the children that are learning disabled and mentally challenged as friendship cards. Small things like photos, little poetry books, and other small handmade objects can be included in the envelopes. Put stickers all over the envelopes, seal them, sometimes using sealing wax. You can nest cards inside of cards inside of cards to give a little interesting touch to opening these packages. Use gel pens, dark paper for something a little different. The web address for Shalva is: <http://www.shalva.org/>

Israel Office - Shaiva, The Israel Association for the Handicapped Child and Family, 90 Shaulson Street, P.O. Box 3199, 1551 Jerusalem

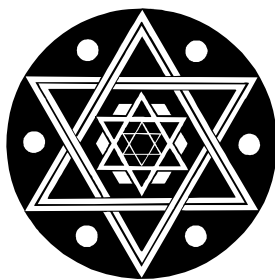
U.S.A. -- American Friends of Shalva, 1170 Broadway, Suite 805, New York, NY 10001

Canada -- Canadian Friends of Shalva, 2095 West 45 Avenue, Vancouver V6M 2H8, British Columbia

Great Britain Shalva c/o Jewish Child's Day, 707 High Road, North Finchley, London N12 0BT

Some Thoughts from Jewish Homeschoolers on Jewish Education

Lisa Kander lives between two large cities in Michigan, where her family has recently joined a new Reform congregation. Her children range in age from college to late elementary.



How do you handle Jewish education for your children?

Seven or eight years ago, we moved from handling Jewish education at home: with holiday observance, beginning Hebrew, and some Torah study, to working with an after school religious school program. The time was right for us to affiliate with a congregation, and we found a good fit.

We continued with our home study, and worked out a compromise with the religious school, not based on distance (as some families could not come to midweek classes because they lived very far away), but on educational philosophy. We attended on Sundays only, when all grades attended. Our purpose in joining the religious school (which we joined over a year after joining the congregation) was to connect with the community, rather than Jewish academic knowledge.

But of course, I panicked when I read the curriculum -- EEEK! how will my kids ever catch up in Hebrew? (Ken is not the stay at home parent, and is the primary Hebrew teacher.) Suffice to say, *within the first year* my kids were the furthest ahead in the Hebrew curriculum in their classes -- because of the parental support. Our kids were on Hebrew 1/2 hour each day, every day. This is (ahem) unusual, to say the least, in the after school programs.

Currently, Ken teaches 7th grade Hebrew. I teach high school Jewish studies; son Jake teaches Hebrew as an aide, and daughter Beth, away at college, makes good money teaching 2nd grade and 6th grade Hebrew, as well as serving as director of music education for the Brandeis Jewish Education Program (an on campus program for unaffiliated families). ~ so I guess I didn't need to worry ~ <grin>

Is Hebrew school necessary/desirable?

Because we have not lived in Jewish areas, we have found it desirable to connect with a Hebrew school program, for the purposes of community. However you definitely have to take the bitter with the sweet -- we found there were all the problems typical to institutional schools -- cliques, "us vs. them" mentality re: teachers and students, values that we did not agree with, etc, etc. Still it has been a way for our kids to connect with kids their own ages, as sadly, kids were absent from services we attended as a family.

For academic purposes, we haven't found anything

that we couldn't duplicate or do better at home.

One of the best experiences for my kids has been youth group, which isn't school per se but falls under the designation of "informal education".

What about Bar/Bat Mitzvah preparation?

We have followed the program in our after school program, with lots of parental support -- and sibling support, actually, for the second and subsequent simchas. The difference is, our kids work on the Hebrew, the prayers, the portion, *every day*; the rehearsals with the rabbi, and coaching on trope, while helpful, are really only icing.

The real work gets done daily, over years.

Devorah lives in a Southern state with a small Jewish population. She and her elementary-age son are members of a Reform congregation.

How do you handle Jewish education for your children?

This is the first year I have not sent my son to Sunday School. I ordered several things that I felt were appropriate for me to use from Behrman House to teach him as much about the Bible as I can. We are using the *Rabbi's Book of Hours* which weaves Talmud and Midrashim into the study. I have never studied this myself and find it with many wonderful insights.

We also have *Introduction to Jewish History* by Seymour Ross (Abraham to the Ages). This book is helping us understand time frames in history. Since we recently visited Italy and Sicily and were able to see many wonderful artifacts of the past, it naturally helped to clarify things. For example one of the things we visited besides the Coliseum and many wonderful Piazzas and fountains was the Forum. We saw there, among other things, the "Arch of Titus" depicting the scene of the Romans bringing back many treasures from the Temple in Israel after the destruction. Seeing this was very moving to us. I, for one, got very teary-eyed just looking at it. Great discussions followed about the destruction of the Temple and time frame within the Roman periods.

I also realize that just formal teaching is not enough and, while we are not very active in our Temple, I feel I have to do something to help my son identify more with our people by becoming more involved. This is something I am not comfortable with at this point and am not sure how to go about changing it.

We do spend time at the local nursing home where our Bubbe is. My son seeks out different people that he has come to know by being there regularly. One he plays checkers with, other he just stops by and gives hugs to. Several times he has played piano for the residents who are in the community area. This year I hope to be able to do more with him. I am hoping for suggestions from others.

Is Hebrew school (or formal Jewish study) necessary/desirable? What are your plans for (or what have you done about) Bar/Bat Mitzvah preparation?

I do plan to have my son Bar Mitzvah and it will be necessary to send him to formal Hebrew study (forcing me to be more active) which will begin for him next fall. The way it is set up at our Temple is during Sunday School he attends half the morning in Religious training and the other half in Hebrew plus one evening a week up until closer to Bar Mitzvah time when he is then meeting more frequently with the Rabbi. I am currently giving him some Hebrew by teaching him the letters and vowel sounds. I have very limited Hebrew myself so I cannot go beyond this. I wish I could do more but cannot.

I am still on my own journey as you can see both with my religious learning and homeschooling and sometimes I become overwhelmed. Then at times I think I am doing more than I want to give myself credit for and need to just relax, and as soon as I can figure out the difference between relaxed and lazy, another of those many struggles for me, maybe I will.

Nechama Cox lives in London, England. She and her family are a part of an Orthodox community there. Her children range in age from kindergarten to infancy.

How do you handle Jewish education for your children?

We do it very informally. After davening every day we talk about the parsha, and our son answers parsha questions at the Shabbos table every week, and we try to do some sort of art project on the parsha or on the chagim (whatever is appropriate). Once he can read we will start studying Chumash.

Is Hebrew school (or formal Jewish study) necessary/desirable?

Formal Jewish education is desirable for us, but we are trying to keep it all at home, perhaps with tutors.

What are your plans for (or what have you done about) Bar/Bat Mitzvah preparation?

Nothing yet (he is not yet 5) but we plan to hire a tutor to teach him to lein.

Sherrie Loewen lives "in the country" outside a large west-coast city. She and her two elementary-age daughters travel over an hour each way to attend synagogue services.

How do you handle Jewish education for your children?

Choosing and being a Jewish family is a complex matter. Judaism infuses home life with religious life. Notwithstanding other religions, Judaism has the ability to affect and effect every action, reaction and decision. Thus, a broad question regarding Jewish "education" could be simply interpreted as meaning just formal education, such as Hebrew school two days a week and on Sunday or it could be as complex as every second in our daily lives inevitably are. I have tried to infuse both formal and informal.

I have chosen a "formal" education because it opens many doors for my children. It introduces them, familiar-

izes them, and trains them with standardized "Jewish" beliefs, customs and rites. Being in Religious/Hebrew school allows them to make life long friends in the faith. Gives them a place where they can be completely "in" and this meaning an underlying unity and acceptance in being different. Judaism is a structured religion, and to understand its complexity, my girls will have to be familiar with it. I want them to be completely at home in the synagogue, and hopefully in "it" for the rest of their lives.

Now on the alternate side, Jewish education is very much an at "home" issue. Every Jew has to make a decision how to run their home. The girls and I make decisions that we feel G-d has called us to do. Balancing that is the Rabbi's opinions and findings as to law. Spirituality is a magical thing that is supported and enabled by religious rites. Just the girls making decisions on whether a food is kosher or not opens the door to spirituality, thus my job is accomplished. I can teach them mathematics, spelling and literature, but what will make them have depth and enrich their lives as they grow older is a relationship with G-d that wicks through to essence. This is done with prayer, G-d's help and the child's heart.

What are your plans for (or what have you done about) Bar/Bat Mitzvah preparation?

I plan on both of them being Bar Mitzvah at our synagogue, and this being accomplished by enrollment in our Hebrew/Religious school.

Take this quiz:

- Name the five wealthiest people in the world.
- Name the last five Heisman trophy winners.
- Name the last five winners of the Miss America contest.
- Name ten people who have won the Nobel or Pulitzer prize.
- Name the last half dozen Academy Award winners for best actor and actress.
- Name the last decade worth of World Series winners.

How did you do?

The point is, few of us remember the headliners of yesterday. These are not second-rate achievers. They are the best in their fields. But the applause dries. Awards tarnish. Achievements are forgotten. Awards and certificates are buried with their owners.

Here's another quiz. See how you do on this one:

- List a few teachers who aided your journey through school.
- Name three friends who have helped you through a difficult time.
- Name five people who have taught you something worthwhile.
- Think of a few people who have made you feel appreciated and special.
- Think of five people you enjoy spending time with.
- Name half a dozen heroes whose stories have inspired you.

Easier?

The lesson?
The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care.

The Guilt Olympics

This is an edited transcription of an online conversation among three JHEN subscribers -- Lisa Kander, Joan Horowitz, and Shira Maled. All of us have multiple children ranging from teenagers down to elementary school and ... well, all of us experience a little burnout from time to time. So we turned guilt into a competitive sport.

We all took a day off from our children and other obligations and spent it chatting with each other. We hope you have as much fun reading this as we did creating it.

Joan: I've been thinking a lot about you over the last week, feeling a little guilty -- that I should be offering more support somehow (don't know how, just regular Jewish mother guilt, I guess).

Lisa: Don't feel guilty- remember it's all MY fault ;-). I've been feeling guilty that *I* haven't been keeping up with YOU TWO.

Joan: Don't worry about us. We're just sitting around watching TV and eating bon-bons. Just ask my mother.

Lisa: Top ten guilt list: JHEN subs stacked to the sky; Laundry MAY be molding; dishes stacked in sink ...

Joan: Go for it. I'll let you match your guilt for guilt.... Nothing to do on June JHEN issue: Laundry mildewing (let towels toed down a chite). Dishes not only in the sink, but all over the counter.

Lisa: Claire fell while at a birthday party and may have hurt her back- when she told me, I said GO TO BED (of course, she didn't tell me until 1/2 hour past her bedtime).

Joan: Nathan had a tick and still has swollen glands, yet I made him go play baseball yesterday; I always tell my kids to get to bed when they come up with complaints at the 11th (literally) hour.

Lisa: Haven't seen my friend whose mother in law died over a month ago YET so I'll be making a shiva call when I go to her daughter's OPEN HOUSE (of course she *is* Christian, so it's not *exactly* a shiva call, especially two months late, but you catch my drift). Next guilt: haven't been writing you or Shira who are about my only FRIENDS and when I *DID* it was to WHINE.

Joan: I haven't called Rachel (whose husband died unexpectedly a couple of months ago) in weeks.

Lisa: AND I bought this laptop with family funds so that I could write my book and recoup cash and I haven't written ANYTHING for said book in WEEKS.

Joan: I haven't been keeping on top of ANYTHING, including you and Shira, because I just wanted to crawl under the covers and hide. I haven't done any number of things I have GOT to get done -- budget analysis, repapering Simon's room, doing web page updates, finding time to teach Miriam how to sew. My mother taught ME how to sew and she worked full-time and had

more kids. Why can't I find time to teach MY daughter? Oh, the guilt!

Lisa: Here's a high priority guilt thing for me: haven't called or visited my dad since he arrived in Michigan; haven't talked to my sister much at all since our blowup/Adam's seizure; haven't talked to my brother since he broke his arm/ Adam's seizure... Listen, don't compare to your parents. There are always extenuating circumstances. You were the fourth daughter... by then she had figured lots of it out... besides, you said you were annoying and a nag, she probably did it to shut you up. ;-)

Joan: Let's see.... haven't been in touch with Aren's parents at all, or his brother (who lives a mile away), haven't been calling my mother once a week like I'm supposed to, haven't written or called my grandmother since we were there in December.

Lisa: Aren's family is totally his job. I feel guilty -- getting back to our list... (BTW, I'm ahead in the competition, not that I'm counting.)

Joan: How do you figure that? I thought I was matching you point for point there.

Lisa: I feel guilty, as I was saying because I haven't been telling you gals the stuff going on, when it happens, just whining about the stuff getting me down ...

Joan: Well that's natural so I can't feel guilty when I do the same. I'll have to come up with something else. How about -- I feel guilty because Simon has been asking for a dog for AGES, I *promised* him one on his birthday in January, and I STILL haven't done anything about it. And then there's Eli's birthday party (he was 12 in December), which we still haven't scheduled. And my cats are 6 months overdue for shots and checkups at the vet. And I don't WANT to go to the Cub Scout overnight this weekend, but I'm too chicken to tell Aren.

Lisa: Chicken is different than guilt, but I definitely think you should tell Aren, and then feel guilty for not going so the guilt point will still be there, you see.

Joan: And my kids need SHOES... and I haven't done anything for Melisa Crosby's birthday quilt... and our will is so out of date it isn't funny... just reading off my to-do list here...

Lisa: OK, to do list: still haven't written for grad school applications (this counts for two guilt points, since applying to grad school was part of my anniversary gift to you)

Joan: Anniversary gift? I was supposed to get an anniversary gift for Aren?

Lisa: Actually, I rather feel that husbands ought to give wives anniversary gifts, but wives may be excused... after all, being married to us has been scientifically demonstrated to lengthen men's lives, while being married to them has been demonstrated to have no, or a negative, effect on our lifespans. Meanwhile, back to guilt: money: huge guilt: I keep spending it, I'm not earning it. The bot-

tom line, however, is that we have NO savings, laughable retirement funds, AND two, soon to be three or four, in college full or part time....

Joan: Oh, I can match you THAT guilt, dollar for dollar. I have NO IDEA how Miriam is going to go to college. Just faith that *something* will work out. Remember... Miriam wants to go to rabbinical school after college -- another 5 or 6 years of tuition to look forward to. And I used to think it was great that she had just a weak stomach because she'd never want to be a doctor!

Lisa: It cost well over \$1000 to kosher the house *sigh* and that's without my getting new Mikasa for 24 place settings in dairy, meat and parve settings. I can dream, anyway. HOMESCHOOL GUILT (there are pages on this alone).

Joan: Volumes.... Whole libraries....

Lisa: Homeschool guilt #1: have not kept up on records.

Joan: Ditto.

Lisa: G2: No science. G3: Can't be bothered to do history with kids.

Joan: Ditto. Ditto.

Lisa: G4: Kids are practically Shakespeare experts but don't know who are Chaucer, Milton, etc., etc., Austen, Sheridan, Congreve, Byron... yet said kids are proud possessors of British Lit credit. Phys Ed? What? phys ed?

Joan: British Lit? Mine are experts only on fantasy and science fiction. Phys Ed? I just bought some pants for the little guys and noticed how pudgy they both are. Talk about guilt!

Lisa: With sci fi, your kids have a lit credit in genre fiction. That makes it look classy on the transcript.

Joan: Maybe. But who's Mark Twain? Not to mention Alcott, Hawthorn, Hemingway, Steinbeck, Faulkner, Williams, Frost, etc., etc. They may know sci fi, but know nothing about American literature (or any other literature for that matter. (I don't think any of them have read sci-fi that isn't by US writers.)

Lisa: Re: Twain: he's AMERICAN lit not genre fiction (as are the others you list). Your kids have an *international* world lit credit in GENRE FICTION. GENRE FICTION IS LITERATURE!!!

Lisa: Especially as your kids have read lots of mythology...

Joan: Only one.... And she did it in school. *I've* read lots of mythology. I tried reading a version of the Iliad to Eli and Nathan, but they got grossed out and wouldn't let me continue.

Lisa: G6: all of my kids actually have MUSICAL TALENT, and I can't seem to pick up a phone and get them music lessons! for the past 3 years!

Joan: Three of mine do take piano, but none of them practice because I don't remind them. If Bruce didn't come to the house, they probably wouldn't even be taking

lessons. Or maybe only 2 take lessons. I forget.

Lisa: G7: Web site is pathetic, told the kids they could have their own pages, haven't followed through. Egad! Follow thru! The heart of guilt central! Hebrew is a new column for guilt: I need my kids to have a foreign language credit, Jake has no time to finish anything but Hebrew, but what we have been doing doesn't really qualify as foreign language...

Joan: The older kids are okay re Hebrew as a foreign language, but no one else. I am so pathetically behind on teaching Nathan ANYTHING with Jewish content. Here's one: I spend WAY too much time on the computer instead of dealing with my children face-to-face. (I know this because they TELL me.)

Lisa: Oh, I can totally match you there ... PLUS we have only one phone line, so while I am doing this, I am also keeping them from any other social contacts!!

Joan: And I spend too much time reading. It's a form of escape. So is eating chocolate (Aren bought me a box of Godiva chocolates for Mother's day.)

Lisa: Beth's new we're-not-calling-him-a-boyfriend-yet Brian bought me a box of Godiva chocolates when he came to visit last weekend... which brings me guilt points: guilty about my weight, guilty about my eating habits; guilty about not cooking nice healthy meals for the family (as she teaches for Godiva chocolate which will be her breakfast).

Joan: Ditto... ditto. ...ditto.... not to mention guilty about not exercising enough (already had my Godiva-chocolate breakfast...).

Lisa: Reading guilt: not keeping up with reading for the class. I am teaching for Ivriah; not keeping up with current events; not keeping up with the kids academically.

Joan: When I mentioned that on Chevra (or maybe on home-ec) I got blasted for suggesting that I should keep up with what my kids were reading/doing academically. I still feel like I should; I know I would be on top of things if they were in school.

Lisa: Guilt/Depression: bought a GRE prep book for myself, as I will probably have to retake the GRE for grad school: took the diagnostic and while verbal was OK, my math STANK! Depression for obvious reasons, and guilt because *if* I were keeping up with my kid's math work I would *not* be in the cellar scorewise...

Joan: I can be guilty about not keeping after Miriam and Simon to study math. They are taking the SAT in less than two weeks. I can feel guilty because Nathan just stormed into his room and I'm not going in to deal with his moody behavior ONE MORE TIME.

Lisa: OK, new guilt, I DON'T FLOSS or take my vitamins.

Joan: FLOSS? Vitamins? What are those? I have an appointment with the dentist next week. I'd better do

something before then, I guess, so it won't be too obvious that I ignore dental health between visits.

Joan: Shira thinks she has guilt, too.

Shira: Hi! Yes, in the jumbo sized container

Lisa: Joan, make sure you save our guilt list, we can then compare with Shira...

Shira: Oh yes, I want to be sure if there is any guilt I should be having but don't.

Joan: I haven't wiped it out yet. I hadn't had a chance to go back and figure out where you think you got ahead of me.

Lisa: OK, Shira in quick strokes, I would say that Joan and I identified several broad categories of guilt.

Joan: We are thinking of elevating guilt to a new status.

Lisa: I think Guilt should be an Olympic sport.

Joan: We would certainly qualify!

Lisa: That's one we Jews could dominate although the Catholics might give us a run for the money or the gold, as it were. Broad categories: Personal guilt (weight, decline in IQ points since childbirth, not keeping up); Relationship guilt (forgetting anniversary gifts for husband, not keeping my friends up to date with the good as well as the bad); Family guilt (subcategories: in-law, family of origin, kids); Homeschooling guilt (volumes of subcategories).

Joan: The variety of sub-categories...

Shira: Oh good, Lisa, you didn't leave out my personal favorite, homeschooling guilt.

Joan: I think we could do a whole JHEN issue on guilt. Forget "getting started in homeschooling" -- let's go for a really good discussion of GUILT!

Lisa: Guilt: how I have ruined my unstructured child so that he has not the self discipline needed to get into or succeed in college; AND Guilt: how I ruined my child who desires structure by not getting off my fat lazy butt to get him to a class or two...

Joan: Oh, geez, Lisa, I'm not sure I'm up to this... <sigh> I've failed each of them in so many ways. Will Simon ever save the world? (His current ambition, stated just seconds ago.) Time for more Godiva chocolate.

Lisa: I think I will continue to suffer the pangs of family guilt re: not seeing my dad, my aunt, my brother, rather than suffer the pangs of their fangs as they nip and nag at me re: what a failure I am since I never clear my house, earn money, etc.

Joan: Now I'm getting "Aren't we doing ANYTHING today?" Should I feel guilty about that?

Lisa: NO! Joan, today is your DAY OFF!

Joan: I said we can't do anything until I finish chatting with Lisa and Shira. The response was "For the next FIVE HOURS!!" Now you know our time constraints.

Lisa: O!! New guilt!!! before I forget!! I feel guilty because I am JEALOUS of my children, especially Beth...

<snip conversation about Shira's son Mike who was still in school at the time>

Shira: School is out a week from tomorrow. I keep thinking that I should homeschool him, too. He has come to dislike school and I can see some really poor influences on him there BUT, the BBBIIIGGG but, if I can't handle the other four and homeschooling, he is like adding five more. Wahhhhhh, now I'm feeling guilty!

Joan: Well, this IS a conversation about guilt.

Lisa: Is there anyway, Shira, that you can add outside deadlines/ classes? WHY are you feeling guilty now?

Shira: Because I do it so well.

Lisa: GO with your STRENGTH!!

Shira: After all, we ALL, as Jewish mothers, do it so well!

Lisa: JHEN: Fear, Guilt and Longing... after that, we can write the sit COM or the day time drama soap opera -- with laundry. My article will be: How Homeschooling My Genius Son Turned Him from Possible Brain Surgeon to a Burger King Cashier: or Homeschooling, You Want Fries With That?

Joan: OOohhhh, Lisa, that's GOOD! I figure my kids can always work at Wal-mart if they don't want to work at a burger joint.

Shira: Yes, Lisa, Please!

Lisa: I don't really want my kids to go to Harvard either. I want them to be ACCEPTED to Harvard, then turn it down to go to a different school, like Oberlin or Brandeis or something great like that. GUILT ADDITION: for Lisa, not keeping up with Chevra or any other list.

<snip discussion of list business>

Shira: Would you believe I have TWO cats, one of them over 15 and not sitting on my lap? Someone must not have fed them yet. More guilt!! When I was taking classes with the rabbi, prior to conversion, I still remember learning that, as Jews, we are to care for our animals and feed them BEFORE we feed ourselves. Funny what *little* things stick in one's mind. So, I have the pleasure of feeling guilty each and every time the rest of us eat and I'm not sure if the animals have been fed.

Joan: That's pretty inventive, Shira!

Shira: One more guilt, added to the pile. With our family, scheduling is a joke. We've even signed "contracts," all of which last perhaps one day. MORE GUILT.

Lisa: That has to go back to the kids: you can feel guilty about it, but you have to feel guilty not that the animals aren't fed, but because a) you forgot to nag the kids or b) you nagged the kids but weren't effective.

Shira: About the animals, it's true. I *do* feel guilty. It's weird how that one issue "stuck."

Lisa: b) has the added benefit that you can feel guilty about NAGGING and about HUNGRY ANIMALS.

Shira: In our case, it was (b).

Joan: I'm glad we have you around to help categorize the guilt, Lisa. I am pretty good about asking whether the cats have been fed before dinner, but as we have dry

food down all the time, I don't get too exercised over that one.

Shira: Exercise!!!! Another one!!!! Pass the guilt, please.

Joan: No, we already dealt with exercise guilt. I think it was a sub-category under "personal".

Lisa: *I* have the greatest guilt: Adam's seizures. Apparently the first and worst so far, when Beth was home, and we did nothing.... for a year and a half he's been having some seizure activities.

Joan: (Is there any way to unload some this guilt onto Beth, or is that unfair?) Just thinking here....

Lisa: (Of course I can unload it on Beth, but then I'd have to feel guilty about dumping guilty on Beth... no real benefit.)

Joan: Okay, we'll let you take a guilt point for that one. Simon is trying to add to my guilt, thoughtful child that he is. He just walked over with the Maypo box and told me he was going to make that for lunch "because there's nothing else to eat". (I told him we'd go grocery shopping today.)

Shira: Not gone to the store yet? Add two more points to the guilt list, Joan.

Joan: < sigh > I don't fit in. I don't exercise. I don't keep records. I ate Givvi chocolates for breakfast and I don't do laundry, the laundry is piling up (but what is new?), and shall we discuss changing the sheets on the bed?

Lisa: You're supposed to CHANGE the sheets on the BED? How often? Annually?

Joan: Now I feel guilty because Eli was complaining about dizziness and disorientation yesterday. Maybe I should take him in for a full neurological workup. Now Simon's laying guilt on me because I haven't called the animal shelter about DOGS. The closest shelter with dogs is Saturday or by appointment only. Simon wants me to call to make an appointment.

Lisa: OK, I told Jake that I would go with him to take the car in to the shop; and the witching hour has come....

Joan: You're so GOOD, Lisa. Surely this outweighs a lot of guilt. (Don't you think so, Shira?)

Shira: Oh, gosh, do I have to consider taking away guilt? I'm only good at adding to it.

Joan: The object of the game is to have more guilt than the others. I'm trying to lessen Lisa's load so that I will have more guilt, comparatively speaking.

Shira: LOL. We are so brilliant, why do we not have immaculate homes, brilliant homeschooling days ... etc.

Lisa: I have a vested interest in the car repair, so no guilt reduction... plus I feel guilty leaving *car* conversation, so I am not experiencing guilt reduction. Too bad Joan!

Joan: Shucks!

<Later the same day....>

Lisa: Now, where were we? I had another guilt while you all were gone: I never cook for my family any-

more! Last night I made dinner (we were able to eat by 8:30 pm) which was the first dinner I had made since Saturday; which was because Beth's we're-not-calling-him-a-boyfriend-yet was visiting. Before that, I think the last meal I cooked was a week or so prior.

Shira: Hey, we had a stove fire two days ago. Can't use the stove. Awaiting new one. I can actually be guilt-free about THAT. Should I arrange a fire for you?

Joan: I went to the grocery store and spent a fortune on groceries. And I rented videos to keep the kids out of my hair for the afternoon.

Shira: No takers on the fire??? How is Beth's "we're not calling him a boyfriend yet" doing?

Joan: There are days when I think that a fire would solve MANY of our problems.

Shira: Yeah, had we let it get further, it would have solved my "clutter" problem, too.

Lisa: After I "hung up" with you two, I fixed lunch, updated the checkbook (which adds to both depression AND guilt), took the car in with Jake, made an appointment with the rabbi, and came back.

Joan: Sorry. I was on the phone. Now I can feel guilty about not doing more with the local homeschoolers, not organizing a group, not wanting to talk to Wendy when I had you two to chat with. Then I hung up on my husband. I can feel guilty about THAT too.

Lisa: OK, so why did you hang up on Aren, Joan?

Joan: I hung up on Aren so I could chat with YOU!

<skip a proprietary money-raising discussion>

Shira: This is good. (Here I sit with Abbie begging me to check the page of math she did herself, while I sit here discussing porno ... Pass a HUGE helping of guilt this way!)

Joan: Trying to hog the guilt credits again, eh? I have NO guilt -- I rented sleazy videos for my children to watch this afternoon, thus freeing myself up to waste away time on the computer. I also have "guiltpart1" and "guilt-part2" saved from earlier today.

Shira: I have guilt part two saved but would be glad to see guilt one, just in case I've missed something to feel guilty about, you understand. Here were our minimum standards.... six pages each of Spectrum math, language arts and writing, min of one journal page and one hour of reading, min of 15 min typing. And here I sit with kids clamoring to learn!

Joan: And we're keeping you from them. Oh, the GUILT!!!

Lisa: I suppose I OUGHT to open all those letters addressed to JHEW from the past 2 months so I can deposit 'em.

Joan: Hey, you gotta let your guilt work FOR you, not AGAINST you. I was actually getting online because Miriam wants some help with participle phrases and gerund phrases and stuff like that.

Shira: Oh no, Lisa, she's actually schooling. You put me to shame, Joan.

Lisa: I can feel virtuous about NOT schooling, as we negotiated Fridays & Saturdays OFF with the kids at our last dictatorial, I mean, democratic, family meeting.

Joan: I don't have quite as many daily grammar lessons as Lisa, but I was going to search through them and print some off. MIRIAM is schooling. I'm just along for the ride.

Lisa: Under: FIELD TRIPS/Guilt ...

Joan: I think GUILT fits nicely under almost every category.

Lisa: Yes, guilt under RECORD KEEPING: back to GUILT... Claire just brought in the mail, MORE JHEN stuff...to add to the VIP -- very important PILE that is VERY DEEP

<snip off-topic discussion>

Shira: Yeah, maybe I shouldn't have brought up the topic. Sorry about that.

Lisa: why should you be sorry?

Joan: Yeah, why? Or is it that GUILT thing again?

Shira: I *do* guilt so well.

Lisa: Ah, she's trying to pull ahead in the Guilt Olympics

Shira: Abbie got her own breakfast...grape soda and leftover pizza. Did I get Mother of the Year Award? Just more GUILT?

Joan: Grape soda and pizza.... sounds like she has all the nutritional bases covered. Why should you feel guilty? Stop grabbing for points, Shira.

Lisa: Plus, you have raised an INDEPENDENT child!

Joan: Yup. Something to the PROUD of!

Lisa: She just got her own BREAKFAST!

Shira: Malnourished, but independent.

Lisa: Exactly, NEGATIVE GUILT!

Shira: How about resourceful?

Joan: I made Nathan happy. I told him he could eat one of the two packages of strawberries all by himself. At least he's eating vegetable matter.

Lisa: See, I win the guilt Olympics. Joan's doing lessons, and making Nathan HAPPY!

Shira: Maybe I will lessen my guilt and suggest that they go out back and pick some raspberries and strawberries to put on some cereal.

Joan: Nope. MIRIAM is doing lessons. Actually, she stopped to watch sleazy hockey with sex.

Lisa: And Shira got Mike off to school on time, and has a resourceful and INDEPENDENT Abbie.

Joan: And one of YOUR children offered to HELP another one. (The fact that she refused his help is beside the point.)

Editor's note: The Olympic session ended shortly after this. Lisa still claims she won the competition. Joan and Shira are demanding a recount.

Letters From Israel

The following are excerpts from letters Jewish homeschooler (and JHEN founder) Sara-Rivka Emststoff sent to her family and friends earlier this year.)

Tuesday, October 3rd, 2000

BH

Dear Grandpa,

Hi. How are you? Were all fine, Baruch, Hashem. I assume you've been watching the news. There's been fighting right down the street from us, but in Tekoa all is quiet and peaceful as usual. On the first day of yontif I was walking back from shul when I ran into our neighbors, Gil Morales and Itzik Rafieli who, not being terribly religious, had decided to go somewhere in their car. They didn't get far, because when they got to the gate of Tekoa they were informed that the road - in both directions - was closed. At that time we didn't know why. I stopped in at our friends, the Seidners, and Shimon told us about the fighting.

Wednesday, October 4th - continued...

We had a nice yontif. After lunch we went to the park and then on to Eli Birnbaum's house for tashlich. Eli has a goldfish pond in his backyard, and it's a Tekoa ritual to gather there for cake, schnapps and tashlich. The sun was setting and everyone was in good spirits, talking about what they ate for yontiff, the kids, jobs and whether or not we'd have any vegetables growing during this shmittah year. It was the last time the atmosphere would feel normal around here. We went home made havdalah and turned on the news. That's when we found out about the shootings and rioting.

Monday we kept the kids home from school because it was a half-day, due to the fast. Moshe got to work and back okay. He also came home early to go to shul. Later on, the roads were closed again. Yesterday I was supposed to go to my homeschool support group meeting at the zoo. I couldn't go. Instead I went to the playground in the morning gave Ariella a bath and then went back to the playground in the afternoon. Kobi skipped school because he didn't know how he'd get home, and it was too dangerous to let him walk to the bus stop - he has to pass through an Arab area.

Moshe carpooled with Alex Greenberg, an electrician turned computer programmer from Russia who davens at our shul. The short road to Tekoa was blocked off by the IDF. Earlier in the day an Israeli Druse soldier was shot and killed by a Palestinian shooting from a mosque along the road we usually travel. The IDF did nothing in return.

So they drove home the long way, through Efrat. When they reached Tekoa - or at Tekoa - Alex rolled down the window and shot his pistol in the air. Moshe freaked out. What the hell are you doing? he demanded. Alex insisted that this would prevent the Arabs from throwing rocks, but it didn't deter them; they continued throwing. Luckily they missed the car. This morning I decided to cancel my karate class tonight. For one thing, Egged has canceled all bus service to our neighborhood. Even if I could get into Jerusalem, I couldn't get home; they close all the roads after dark. The alternate route to Tekoa was closed today after Arabs shot at a private bus and injured one of the passengers. The weather's been heating up along with the violence. The tempera-

ture keeps climbing. Today we stayed indoors until 4pm. Then I took Ariella to the basketball court where there were special activities for kids to sort of distract them from the tension. It was a bit too sophisticated for her age so we sat in the park. The park was mobbed. I sat with about ten other mothers, all of us discussing our fears and frustrations. None of us enjoy being trapped in Tekoa. There were quite a few of us who would have been at work. We talked about the long routes our husbands had taken to get home.

The whole time I worried about Kobi and Moshe - Martha is sleeping over in Bat Ayin where she goes to school, so I knew she was okay. I asked every group of kids going by if they had seen Kobi. I bought Ariella a great big ice cream cone, whereas normally I would have haggled her down to a smaller, cheaper cone. My friend Sherri declared a cocktail hour and several mothers went to the pizza place - about ten paces away - to buy beer.

Finally Kobi showed up with his rabbit, and a while later Moshe appeared, having left the car at work and taken a private bus home. The 35-minute commute took an hour and a half, as the main roads were all still closed. On our way home we saw a caravan of jeeps pull in. Two hundred soldiers are here to defend us. I hope they don't have to.

Jamas has declared Friday a day of rage. What is today? A day of mild resistance? Moshe's going shopping tomorrow and then no one's going anywhere on Friday. We have a weekend soon, but already I don't see how it will. Maybe now the world will wake up to the fact that the Arabs don't want peace, and they don't want a piece of Israel. They want it all, and they want us all dead or gone.

Friday, October 20th, 2000

BH

Last night it took Moshe two hours and fifteen minutes to get home from the shuk - a 35-minute ride. The reason. During this alleged cease fire the Arabs were shooting at civilian commuters and the roads were closed for our protection. Once again he had to drive home through Beit Shemesh - sort of like Carol driving from Jamaica Plain to Worcester to reach Malden. I was just happy your grandson by marriage got home, and was safe, and didn't have to sleep in Jerusalem.

I have given up on my scenic walks since I saw the soldiers manning the bunkers last week, and anyway, it was after dark by the time I set out around six, so I just walked around Tekoa's ring road. On the inside of the ring is the original Tekoa neighborhood which was first populated 23 years ago this week. (I missed the gala celebration Wednesday night because I collapsed right after work.)

On the outside are the new homes, like ours, built on slopes descending down into the Wadi on one side and toward Herodean on another, toward the park, the industrial area (yes, that bustling center of industry with Yaakov Torton's garage -- now military site #10 -- the carpenter's shop and the mushroom farm) and various groves and fields - grapes, pomegranates, olives. Of course a circle doesn't have sides - or does it? I never paid much attention to questions like that in math class, which is why I am unable to help the kids with their math work after 3rd grade or so.

Anyway, there I was, walking along enjoying the cool evening air, when I ran into my friend Malka Hyer walking her tiny dog. Malka told me that in the morning she and her husband Bob -

Bob served in the 101st Airborne Division, a pistol-carrying cowboy with a Queens accent - were hit by a rock when returning from Jerusalem. Ironically they had slept over at their son's home in Jerusalem the night before - at his insistence - because they thought it would be safer to travel by day. They went into Jerusalem because Malka couldn't stand being in Tekoa any longer.

I felt like I was in prison here, she said. A young man of about twenty threw the rock - large rock, bigger than a baseball - and it made a big dent in the car, narrowly missing the windshield. Bob wanted to get out and shoot the guy who threw it, but he was surrounded by seven-year-old boys. Malka screamed at him to just drive away, what, did he want to waste what little money they've managed to save over the years paying a lawyer to get him out of jail?

A fight ensued. A marital fight. Malka won and they drove back to Tekoa. Now, Bob and Malka have the best marriage of anyone I know. She actually makes him breakfast every morning and has for the last thirty years, ever since they married. I made breakfast for Moshe once, in 1993 when I was pregnant with Channi and couldn't sleep one morning. He was so shocked I decided it wasn't good for his heart, so I never repeated the act. This is just to point out how stressful being stoned is. Even the Hyers had a fight.

Two months after the start of the first Intifada, on the afternoon of February 21st, 1988, Bob Malka and their 14-year-old son Gadi were returning from Jerusalem on the narrow, winding country road that connects us with civilization. They passed the village of Zaatra and were heading toward Herodean when an approaching car signaled to them with lights and honking. Unsure what it meant, they continued.

As they rounded a curve, the road was blocked with big boulders. They stopped, but before Bob could turn the car around, a group of Arabs pushed several large boulders behind them. They were trapped.

Arabs, hiding behind rocks, began pelting them with rocks. Every window in the car was shattered and they were covered with shards of glass. Gadi raised Malka's boss on her car radio and he contacted the IDF. They were instructed to get out of the car because a live radio would be thrown inside the car would be deadly.

She got out of the car because the Army said to, and she got hit with a rock in three places. Bleeding from the head, shoulder and knee. Malka stood outside the car helplessly as Bob mourned a nearby rock and began shooting. He fired off 45 rounds of ammunition with his M15.

The Arabs signaled to each other with whistles and yelled "Kill the Jews". Gadi refused to leave the car. Night fell. For twenty-five minutes they waited for soldiers who were unable to drive over the rock strewn roads and had to approach through the surrounding field.

The next day Malka went to work and tried to pretend that nothing had happened. But long after her physical wounds healed she continued to suffer psychological trauma and had constant asthma attacks. A counselor urged her to get away for a while, and six years after the attack, after her two sons completed

their army service, she and Bob went to Canada for nine months of rest and relaxation. They came back, though, because they love Israel and because, My fate is here, as Malka says.

Yesterday's incident caused Malka to have flashbacks to her first frightful experience, and several asthma attacks. She hasn't had an asthma attack in ten years. She doesn't even have an inhaler, and we don't have a drugstore in Tekoa.

Malka's grandmother. She was walking her dog last night while carrying a gun in a hip holster. She asked me where my gun was and I said I didn't have one. Then she really gave it to me. Didn't I get the letter saying that were forbidden to walk the perimeters of the Yishuv without a weapon? I hugged her and continued on home.

On my way I ran into Linda and Bobby Brown. Bobby Brown was Bibi's advisor on Diaspora affairs. We commiserated on the situation and they asked me if I had heard what happened in Schem. I hadn't. Don't ask, Bobby said. Enjoy your walk. I'm copying a letter (below) from Carl Sherer. Carl's son has brain cancer and he writes an Internet joke column to make people smile and remind them to pray for his son.

Carl writes: As I assume you all have heard, the cease fire here is no much of a cease fire. There was an explosion in the area of Bethlehem which was apparently a terrorist work accident. Two Israeli terrorists were killed and eight wounded. A group of Israelis went on a yul (mile) to pray in the area of Har Eival near Shchem. They were fired upon by PA terrorists. One of the Israelis, Rabbi Herling, the head of the Yeshiva in Elon Moreh, was killed. Hashem Yinkom Damo. Two other Israelis have been hospitalized in serious condition, their wounds aggravated by prolonged exposure because the PA police would not allow the Israeli army to evacuate them. The Israeli group included women, children AND INFANTS. I have to say that I just looked at the New York Times account of this incident on the web, and it bears no relationship whatsoever to what has been reported in the media here all day long. Simply appalling.

The Times talks about a gun battle of a fight broke out between the sides. If you were going to have a gun battle, would you take INFANTS along? The Times does not mention that the wounded Israelis lay there for up to FIVE HOURS until the army was able to evacuate them. Simply amazing!

Me again:

Imagine that! A gun battle! The chutzpah of the media is unbelievable. They asked Barak what he was doing about the settlers and he said, Were trying to restrain them. Restrain them! We just want to get to work and back, to go into town to visit relatives. Restrain us! They send seven year old boys into the line of fire while we have to send our children to school in armored vehicles. Well, enough pontificating. I have to prepare for yentiff.

Monday, October 23rd, 2000

We're all fine, Baruch Hashem, if a bit lonely without Moshe, Martha and Channi. This past Shabbat was also both Shmini Atzeret and Simchat Torah, a sort of three-for. Nechama Dina still had her cold Friday night, so we stayed home, but Shabbat morning I bundled her up and we set out for shul.

When we got to the Sephardic shul they were setting up a

big kiddush outside, so we stopped there to chat. The main topic of discussion was our nerves. Friday night the Arabs shot into Gilo again, and the IDF tanks sent missiles in return. I didn't hear them, but my neighbor Daniel (a woman - yes, I know it's weird, but Israelis are into unisex names. Her husband's name is Sue [just kidding]) was quite upset by the booms.

Wednesday night there will be a special program in our community center on stress reduction. So you can see that I'm not alone in my anxiety attack that never ends. If I'm not too pressured with the kids I might go, because I don't think I can get to work without having a nervous breakdown. Miro Cohen, Tekoa's chief of security, made kiddush wearing his machine gun. I bet he sleeps with it on, too. All they had was pretzels and the like, so I moved on.

Usually we have a huge crowd for our kiddish, but this year it was very small. In addition to my huge, two-and-a-half chicken cholent, I also brought a vegetable plate and tofu with mushrooms which were much appreciated by the health nuts. The men drank, as usual. Toward the end of the meal the entire Sephardic shul came dancing across the parking lot, singing and hoisting their huge Torah scrolls. They joined hands with their Chabad brothers and sisters (respectively) and we sang and danced with them, small children sitting on their fathers' shoulders, waving arms; our elderly Cohen, Moshe hanging on the table, and Nachum Tushman, the son of a whiskey dealer, pouring and handing out schnapps to everyone within reach. I sang, I danced, I smiled. But all along I had a feeling that it was all a bit forced. Everyone looked merry enough. It was a subtle feeling, something like I imagine that WWII soldiers being shipped out the next day might experience, dancing with their sweetheart for perhaps the last time.

After the Torah reading I went home but the festivities continued until nightfall. Moshe was packing and taking the sukkah down when we heard machine gun fire. The Arabs shot at the Egel bus #166 that runs between Tekoa and Jerusalem when it was on the way from Nokedim - a Yishuv five minutes from here and about a half a mile as the crow flies. A gun battle with the IDF ensued, in which one Arab died.

Right, this is one of the human rights violations that the UN was talking about. They fire on a bus and we violate their rights by shooting back. While we're on the topic of human rights, let's talk about my right to go to the dentist, take my child to the doctor, visit the zoo, visit my friends or buy a frozen yogurt. I can no longer do any of these. The damage to the economy - both the country's and mine - is catastrophic.

Last night there was more shooting in Gilo and some of the parents have decided not to send their kids to school until the government solves this problem. There was more shooting near Tekoa yesterday but I didn't hear it. Now that the weather has cooled down we have the windows closed. But back to Saturday night. I was afraid Moshe and the girls wouldn't make their plane; they close all the roads whenever there's action.

In the morning they weren't here, and when I saw Gedalia the cabbie I flagged him down. He told me that he had delivered them to Ben Gurion safe and sound. This morning Kobi

got up for school at 6:10, made his own lunch and set off. Today's the first day of an after-school course he signed up for at the zoo. Normally I would have picked him up afterwards. As it is I gave him cab fare and arranged for him to sleep over at Yosef Blassberg's house in Kiryat Moshe - not far from the zoo. Yosef is his very polite, well-mannered classmate.

The Blassbergs are keeping their kids home - all eight of them, keyn ayin hora. Kobi knows he doesn't have to go to school if he doesn't want to, but he really wanted to start that course. It's for teenagers who want to volunteer at the zoo. They learn all about zoology and animal science. It's right up his alley and he's been waiting a year to get in. The pottery class he and the girls signed up for here in Tekoa has been canceled; the teacher fears for her safety and won't come.

Wednesday, October 25, 2000

BH

I, for one, am very sad. I had to do something today that I never thought I would have to do since I started teaching karate in 1975. I had to cancel my course because I can't get there and back without subjecting myself - and the baby - to grave danger. I called each of my students and explained the situation. All were sympathetic, all understood. That is, those of them who live here. Most of the seminary students, whom comprise the majority of my class, have returned to their respective countries. If you think it didn't pain me to give out information about my competitors, you're wrong. I hurt like hell.

These are all satisfied customers, and I had to turn them away! Ouch. Which reminds me of something else. Remember that time, back when we were building the house, when that rotten, low down, good for nothing contractor took me into Arab Beit Sachur to buy my Italian made ceramic floor tiles at two-thirds the price they asked in Jerusalem, "no sales tax"? Remember how I waxed eloquently (at least I like to think of myself as eloquent at times) about Business? About how if only the Arabs and the Jews did more business together, maybe this mutual dependence would further peace?

And remember this summer when I bought my watermelons from the Arab watermelon stand just outside Beit Sachur? Some of my friends said I was wrong, that a Jew should do business with a Jew. But no, I was sure that my smile would warm an Arab heart and make him think, you know, there Jew aren't all bad. And how about that reporter from the *Harford Courier*? He had the nerve to call me naive for thinking that giving my hand-me-downs to Achmad, buying chickens and a donkey from Machmud, having Khalad build our fence and giving stuffed animals to Jammal's daughter after her kidney transplant would make a difference. Well, I was wrong. Perhaps it was wishful thinking, not naiveté; maybe it was denial. Whatever it was, I was wrong. This thing is bigger than Business.

Last week Martha and Kobi said, "How about if the next time we see an Arab in Tekoa, we throw rocks at HIM!"

Come on, I replied. Could you really throw a rock at Machmud? They looked doubtful. How about Khalad? Now they looked confused. Kobi, I said, could you hurt Abu Sal Man? Abu Sal Man is the elderly gardener who spent 11 days (at 100 shekels a day) raking dirt in my back yard before I finally got the concept

of paying by the job. His noble, creased face intent on the job, wiping sweat from his brow, stopping to light an unfiltered cigarette. My father got a great picture of him when he changed back into his traditional dress after work one day.

Kobi worked side by side with Abu Sal Man when he was helping Yossi Aharon build his house. Abu Sal Man respected Kobi, liked him, taught him how to brew a cup of really strong Arab tea. The sad reality is: They could kill us in a minute, but we could never imagine hurting them. When you know someone personally, when you've drunk a cup of tea together, it hurts to think how much they hate you, just because you're a Jew.

I have some corrections and explanations from my last letter. First of all, the Blassbergs have 11, not 8 children as previously reported, keyn ayin hora. Yesterday they sent the kids back to school after the schools in question increased security. Kobi did not, as reported, make his own lunch; he bought it.

Kobi had a fabulous time at his Zoo class. He met the staff, they toured the exhibits and found out that - get this - as Zoo volunteers they get staff t-shirts! On Monday when Kobi got to school he found out that Rav Halperin wasn't there.

Instead of suffering the substitute, he was called in to BE the substitute for the first grade teacher, who was also missing. Yes, Kobi taught first grade. He was helped by one of his boys in his class and a car antenna he had splendidly picked up on the way to school. (No, he didn't hit anyone, G-d forbid! He just whacked it against his palm occasionally as a deterrent.)

Kobi spent much of the day yesterday, and so far all of today (he skipped school) making a remote control car that shoots missiles and laser beams. Yesterday he took a break from the construction and we all went to Yehuda Seidner's upshirinish. Little Yehuda looked adorable sitting up on his throne (six plastic chairs tacked up), mischievously smiling as he clutched his bag of presents. Ariella loves him dearly and was delighted with the singing and dancing. As usual, the topic of conversation amongst the adults was The Situation. Wasn't it nice to celebrate a simcha, to forget about "all" for a short while, etc. He didn't even cry when they cut his hair - most three-year-olds do - much to my relief.

The wind is howling outside. Every once in a while the sun comes out and warms up the house. We're hesitant to turn on the heater; it costs so much. Put on another sweater is the refrain heard around the neighborhood. I've been getting letters and phone calls from all over the world expressing support and sympathy.

The funny thing is some people seem to think I'm brave. I'm not sure what the difference is between being brave and stupid, but lately I've been wondering about that, too. I must be getting old, all this philosophizing. For the record, I don't feel brave at all. I feel sad that the Nation of Israel isn't behaving like the proud people we are; I feel worried - war is deadly and tragic and the smell of gun powder is high around the corner. Sometimes, when I read *The Little Engine that Could* to Ariella, or when Nechama Dina breaks into a chuckle, or when I see Kobi hunkering over his electronic kit, I feel happy. But I never feel brave.

Love, Sara-Rivka

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JHEN Bookshelf

READING ANNE FRANK AS AN ADULT

by Alysa Dudley

I just finished reading *The Definitive Edition of The Diary of A Young Girl, Anne Frank*, (edited by Otto H. Frank and Mirjam Pressler, translated by Susan Massotty, ©1991 by The Anne Frank-Fonds, Basel Switzerland, Bantam Doubleday Dell Publishing Group, Inc.) and it was quite a different experience to read this book as an adult.

First, I would like to give a little background as to why I read this book at this time. A year ago my daughter, Rachel (who is now 14), decided to start reading the classic books and made a goal of reading one classic a month. Classic was loosely defined, but we found several different lists, one of the best was a college-bound reading list from the Arrowhead Library System

(www.als.lib.wi.us/collegebound.html), which organized the books into categories and had brief descriptions of each book. A few months after she started, I realized that she was doing something that I had always wanted to do, so I decided to join her. We both take part in choosing the books, and then we each read a copy during the same month. We don't do anything formal, but we do discuss what we have read.

This project has led me to read some books that I have never read like *Emma* by Jane Austen, and *Silent Spring* by Rachel Carson, and to finish some books that I never seemed to get through like *Tom Sawyer*; I am also re-reading books that I read when I was young. That is how I came to read *Anne Frank*.

I wasn't too excited about it at first, partly because I felt that I knew the book and had read it more than once before. In the spirit of fulfilling my side of the agreement, however, I decided that I should go ahead and read it. And I'm very glad that I did.

First of all, the *Definitive Edition* is not the same book I read 30 years ago. It turns out that there are now three versions of Anne's famous diary. As explained in the Foreword to the book, version a is Anne's first, unedited diary. Version b is a version edited by Anne herself after hearing a radio broadcast from the Dutch government in exile announce that after the war they would be looking for firsthand accounts of the Dutch people under German occupation. After the war, Otto Frank - Anne's father - found the diaries and decided to publish them. This was Version c, the version that was widely read as *The Diary of a Young Girl*. This version was edited to be short enough for the publisher, it omitted passages dealing with Anne's sexuality that would not be acceptable at the time, and out of respect for the dead, Otto Frank also omitted a number of unflattering passages about his wife and the other resi-

dents of the Secret Annex. After Otto Frank's death in 1980, the diary was studied and *The Critical Edition* was published with versions a, b, and c, along with other articles and information. Finally, *The Definitive Edition*, which is the one I read, is a new expanded edition published for general readers. It contains approximately 30 percent more material than the *Diary* that was published after the war.

There are a number of ways in which I experienced this book while reading it as an adult. As a parent of a teenager the same age as Anne, I felt I gained some insight into how teenagers feel, especially about life and about adults. For, while Anne's experience is compelling because it reflects a horribly unique situation, she is at the core a teenage girl. There are many passages that talk about Anne's relationship with her parents and other adults, her views of the world, and her growing awareness of her sexuality and her relationship with Peter van Daam. When I read this book as a teenager, I probably sympathized with Anne when she said that no one understood her. As an adult, I am wryly bemused when she says that she knows what is right and what is wrong and questions how the adults around her can be so ignorant.

As a homeschooler, I realized that Anne's diary was, of course, Anne's homeschool while they were in hiding. Anne and her sister Margot continued their studies with resources supplied by their outside helpers, and assisted by Anne's father. Anne's goal in the pursuit of these studies was to be able to reenter school and not to be behind. Anne's hobbies and interests are also interesting. In addition to her studies, her interests were writing; genealogical chart; history; Greek and Roman mythology; movie stars; family photographs; reading and books; and the history of the arts.

Of course, it is incredibly poignant to read her diary with the foreknowledge of what is going to happen to her. I feel a deep sadness when I think about how such a life was ended. I realize that reading about and empathizing with one victim of that horrible time helps us to begin to grasp and relate to it in a personal way that reading about huge numbers cannot.

Another book that I subsequently read was Anne Frank's *Tales From the Secret Annex*, translated by Michel Mok and Ralph Manheim. This book contains some of the stories and essays which Anne wrote and which are not included in the *Diary*. Many of the stories reflect her feelings and insights arising from being in hiding.

Reading the *Diary* inspired me to find out more about Anne Frank. At our public library, I found *Anne Frank, the Biography* by Melissa Muller (© 1998, Metropolitan Books, Henry Holt and Company). This book covers Anne's life and those of her friends and relatives, from before the Franks moved to Amsterdam through events that occurred after the war. It was very interesting to read about the background and personalities of the

Frank family, and how they moved to Amsterdam to escape the Germans. Only one chapter is dedicated to the time they spent in hiding, but in that chapter we learn more about those who helped the Franks and what was going on outside of the Annex. The book concludes with chapters describing what happened to the individuals who were hiding in the Attic after they were arrested. The Epilogue of the book brings us up to date on the significant characters in Anne's life, including her extended family and friends that she mentions in the *Diary*.

The book concludes with *A Note by Miep Gies*, one of the helpers while the Franks were in hiding. In her note, Miep explores why people help other people (and sometimes, why they do not). She states Anne's life and death have special meaning for all those who are subject to prejudice, discrimination, and persecution today. Anne stands for the absolute innocence of all victims. She points out that although she was unable to save Anne's life, she was able to help her live two years longer, during which time she wrote the diary. It confirms my conviction that any attempt at action is better than inaction.

Although there were a few points especially near the beginning where I found the book confusing (many names and dates), I found the book engrossing and compelling, and difficult to put down. It was definitely worth reading and very helpful in filling in my knowledge about the rest of Anne Frank's life.

Anne Frank, A Hidden Life (©1999, Macmillan Children's Books) was written by Mirjam Pressler, the editor of the *Definitive Edition* of the *Diary*. This book was written for young adults, and is described as an ideal biographical companion to the *Diary*. It covers the story of the Frank family, before, during, and after their years in hiding, as well as providing more information about the others they were in hiding with. It also includes some of the author's reflections on the events and the people involved.

Another biography that adds perspective to the whole story is *Anne Frank Remembered, The Story of the Woman who Helped to Hide the Frank Family*, by Miep Gies with Alison Leslie Gold (©1987, published by Simon & Schuster). This book is movingly written in the first person, and gives a revealing picture of what it was like to be a Christian in Amsterdam who disapproved of what the Germans were doing. Miep Gies and her husband did not hesitate to help anyone else they were able to (they also hid a Dutch student in their own apartment at the same time they were helping the Franks). Once again, this book covers the times before, during, and after the years in which the Franks were in hiding.

Reflections of a Childhood Friend: Memories of Anne Frank, by Alison Leslie Gold (©1997, published by Scholastic Inc.) is another book written with a young adult audience in mind. It is a memoir of Hannah Elizabeth Pick-Goslar. Hannah and Anne Frank were childhood

friends who met in Amsterdam when they were both about 4 years old following their recent immigration to Holland from Germany. (Hannah appears as Hanneli or Lies in Anne's *Diary*; many of the names in the *Diary* are pseudonyms.) While Hannah did not know that Anne was in hiding in Amsterdam (she believed the ruse the Franks had set up - that they had escaped to Switzerland), she found Anne in Bergen-Belsen shortly before the camps were liberated. Hannah did not find out until several months after the war that Anne had died from typhus.

In *The Last Seven Months of Anne Frank*, by Willy Lindner, translated from Dutch by Alison Meersschaert, (© 1991, Anchor Books) six women who knew Anne Frank were interviewed. It contains the complete interviews conducted for Lindner's film documentary of the same name. Although these women knew Anne Frank in her last seven months, through the interviews we learn the stories of each of the women. The women knew Anne and her family. Several had even gone to school with her or were friends of hers. Because the interviews are complete, the book fills in the background and milieu of each of these women and as a consequence, places them in the context of a much broader contemporary culture.

The final book that I read was part of The Greenhaven Press Series of Literary Companions to World Literature. *Reflections on Anne Frank, The Diary of a Young Girl* (© 1998, Greenhaven Press, Inc.) contains a collection of essays which discuss Anne Frank and her diary. It is divided into 3 sections: Important Themes in *The Diary of a Young Girl*; Anne Frank and *The Diary of a Young Girl*: A Critical Assessment; and The Legacy of *The Diary of a Young Girl*. The articles included in this book were written at different times over the past five decades, and include essays, book reviews, academic studies and research papers, introductions to books, magazine and newspaper articles, and published narrative. Many of them provide serious food for thought regarding the impact of the diary and the meaning of its contents.

On Saturday morning the rabbi noticed little David was staring up at the large plaque hanging in the foyer of the synagogue. It was covered with names, and small American flags were mounted on either side of it.

The seven-year-old had been staring at the plaque for some time, so the rabbi walked up, stood beside the boy, and said quietly, "Good morning David."

"Good morning Rabbi," replied the young man, still focused on the plaque. "Rabbi, what is this?" David asked.

"Well son, it's a memorial to all the young men and women who died in the service."

Soberly, they stood together, staring at the large plaque. Little David's voice was barely audible when he asked, "Which one, the Friday night or the Saturday service?"

Homeschooling the Jewish Stuff

In the third part of our ongoing discussion of how Jewish parents are teaching their children the "Jewish stuff" at home (either as a replacement for or a supplement to formal religious/Hebrew education), we have some suggestions for teaching history, health, the arts, and ethics with a Jewish focus. In addition, we have some suggestions for studying and learning about Israel. In our next issue, we will conclude this series with suggestions and experiences on teaching/learning rabbinics, synagogue skills and prayer (tefillot).

History

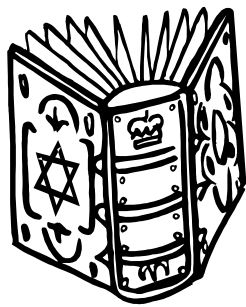
Martha Benhamou-Bunch: I just ordered a desk reference from Amazon.com titled *American Jewish History* that purportedly begins in the 1654 era and goes up through modern day. At Sunday School we have a text titled *Let Freedom Ring* that I believe is put out by ARE and is an okay text.

I admit though, online has been my best reference site.

Search words, "American Jewish History" turns up quite a few results. **Joan Zimmernan:** I was browsing online and I found the website for the American Jewish Historical Society. They have some really interesting stuff. <http://www.vajhs.org/index.htm>

One of our projects we intend to take on for the year is the writing down of our Jewish community's history. Now that we have affiliated with the USCJ, we want to create a history book that we can share with our community. Our rabbi has given us his blessing and his assistance in tracking down folks who were here long ago. We are doing this in conjunction with a study of our state history.

Another idea from Jean -- If you use a timeline for history of any kind, write the Jewish dates under the secular dates.



JHEN Can Use Your Help!

We are always looking for contributors and other helpers to keep JHEN coming to you all. Has your family put together a really interesting unit study? Have your children written stories, songs, plays, poem, or anything else that they would like to share? Would you like to put together the Jewish calendar or a new Torah reading schedule? If you have some time and are willing to help, write us anyway and we'll give YOU some ideas! Remember, if more of you write in, we won't be forced to fill the blank spaces with bad jokes.....

Please write to JHEN via e-mail to joan Horowitz at <beithoro@bellatlantic.net>, or via USPS mail to:

JHEN
c/o Horowitz
11 Gannett Terrace
Sharon, MA 02067



Some book recommendations for studying Jewish history:

The All-of-a-Kind Family books by Sydney Taylor
The Timetables of Jewish History by Judah Gribetz
Sand and Stars : Jewish Journey Through Time from the 16th Century to the Present by Ganz Wein
The Other 1492 : Jewish Settlement in the New World by Norman H. Finkelstein
Jewish Travelers in the Middle Ages : 19 Firsthand Accounts by Elkan Nathan Adler (Editor)
Heritage: Civilization and the Jews by Abba Solomon Eban (also a series of videotapes from PBS; possibly available in your library)

And speaking of videos with books supporting them, this is a wonderful resource for older children who are ready to study the Holocaust: *Shoah : The Complete Text of the Acclaimed Holocaust Film* by Claude Lanzmann

Art

Alice Kohn: Art and music is one class at the charter school, and piano is held there too. I try to incorporate Judaism into his homework, for example practicing a "Jewish" song or watching our new *Sing Along at Bubbe's* tapes. I'm so limited in my knowledge, it's hard to teach anything else.

Joan Horowitz: There are a lot of really good arts and crafts books for kids available right now. There are some that are specifically devoted to Jewish arts and crafts.

An Artist You Don't Have to Be! written and illustrated by Joann Magnus with Howard I. Bogot

Fast, Clean and Cheap or Everything the Jewish teacher (or parent) needs to know about Art by Simon Kops

Art and Crafts Around the Jewish Calendar: A manual for school, home, and camp use Volume 1, Tishrei-Shevat, Volume 2, Adar-Sivan by Shoshana Mermelstein and Chava Shapiro

Jewish Origami, *Jewish Origami II*, and *Bible Origami* by Florence Temko

The Jewish Home & Family online magazine also has a bulletin board for crafts ideas. Try their homepage first and look for the "Rainy day arts & crafts" topic. <http://www.jewishhome.com/>

One idea that was very popular around here involved making a map of Israel out of ice cream and various toppings. And then eating it, of course!

Another online source for Jewish art projects are Eileen's Favorite Camp Crafts and Other Fun Stuff page at <http://www.claiscrafts.com/fun/jewishcrafts.html> and in addition to some original crafts on her page, Eileen has links to a variety of other sites that have some Jewish and holiday craft ideas.

There is also an e-mail list where Jewish crafters share ideas and resources and ask questions. For more information about the Jewish Crafts list, go to <http://www.egroups.com/group/J-CRAFTS>

Anne Johnston: I love art, so we make a point of seeing and writing about in our art notebook local Jewish art shows (like at the JCC or Yale Hillel). At Channukkah, we survey the coolest boutique channukiot in town. At Pesach we admire the kosim

Miriam. We did a homeschoolers' art tour of a local shul which has a tremendous Ben Shahn collection (plus other work). We looked at other Shahn work, and talked about Shahn and social realism and socialism, etc.

Joan Horowitz: One last thing to think about. In Judaism, we have a tradition of "hiddur mitzvah" -- beautify the mitzvah. You can work on hiddur mitzvah by creating and decorating ritual objects such as kiddush cups, challah covers, mezuzah cases -- even decorating the sukkah or the home for a holiday.

Music

Joan Horowitz: There are many wonderful tapes and CDs with Jewish music -- holiday music, liturgical music, and general Jewish music. If you don't have a Jewish bookstore or gift shop near you, you can sample and order them online. One of the best sources I have found is Tara Publications:

<http://www.jewishmusic.com/>

You can also request a catalog to order at home. Tara carries song books and piano music as well as audio tapes, CDs, and videos.

Tara Publications, P.O.Box 707, Owings Mills, MD 21117
1-800-TARA-403

In Maryland or internationally: (410) 326-3030

Health/Psychology

Perutiah asks: Do we all know a good source of information for Jewish girls about their bodies, "becoming a woman" etc.? In general, it seems to me that Judaism offers little in terms of positive body image for females, but I really would like to be able to educate my growing daughter about her body and sexuality in a Jewish way. Ideas?

Anne Johnston answers: I have not looked at these books--but the publisher, Feldheim, is a leader in the Torah publishing community. That said, you would certainly have to read them with your own approach in mind -- you might read parts of them with your daughter, for example. At least it's a start ...! (In my son's former day school, they dutifully "dissected" in 5th or 6th grade, but were *surprised* when parents asked if there was anything Jewish in the way it was presented! The answer, predictable, was "no.").

The Pleasant Ways of the Jewish Daughter: A guide for girls and women on developing midos tovos with attachment, tzivut, and yichud" 87 pp.

The Wonder of Becoming You: How a Jewish Girl Grows Up by Dr. Miriam Grossman "A sensitive explanation of the body's changes, and how Jewish tradition views related matters, such as modesty." 80 pp

Israel

Anne Johnston: Sandy reads independently in an all-Hebrew (old!) text about Israel, which I deliberately pegged well below what he can do with me. Each day he reads a one page lesson, then has to summarize it orally in Hebrew. I just discovered the workbook in our Department of Jewish Education Teacher Library, so now we copy that (this is all out of print) and he does those as well. Every 4 days there's a little itonee (fake newspaper), which is harder and we work on together. Then he writes a sum-

mary of the lessons up to that point in Hebrew (this is what we go over to work on incorporating our new grammar and sentence construction learning). When he's done with this book, KTAV has several books about Israel in Hebrew.

Sandy reads the New York Times independently, and we talk about the articles on Israel. And we make use of opportunities such as the local Jewish film festival, where we went to see the new video on the '23 massacre in Hebron. He followed up by sending an e-mail to one of his friends who's in Israel for the year, summarizing and discussing the video (the friend's mother may not talk to me again--she won't even call it the "West Bank" anymore, just "Shomron").

Joan Horowitz: We have used some texts from Behrman House called *A Young Person's History of Israel*. Supporting teacher materials and workbooks are also available. For younger children, the *Shalom Sesame* tapes are a good introduction. Most Jewish bookstores will have a selection of other video tapes as well.

A solution that may not be possible for everyone, but that is well worth the sacrifice, is a family trip to Israel. If you can't all go together, try to make plans to at least send your children on one of the many programs for teenagers.

When we were preparing for our trip last year, we came across the following book that I have been thinking about photographing and might be a good starting point for discussions of Israel with preschool to elementary age children:

Israel: The Land, Israel: The People, Israel: The Culture all by Debbie Smith, by Crabtree Publishing Company

Israel: Pictorial Guide & Souvenir by Palphot Ltd. (the postcard people)

Ethics

Beulah: This is becoming a big topic in this family as my husband and I try to figure out how, beyond the obvious "be a good example," to impart moral education in a world where this does not seem a priority (has it ever?)

Joan Horowitz: There are many, many good editions of the *Pirke Avot* (Teachings of the Fathers) around, many with commentaries. I don't know if anyone has a text or workbook that directly correlates to the original text. If so, please speak up! We read and discuss one by one as part of a Shabbat mincha study group.

For kids, one book on ethics that I know of is *Mah Lalasot* (What Should I Do?) put out by Torah Aura Publications. It has a series of "ethical problems" such as "It's a mitzvah to visit the sick, but what if doing so puts your own life at risk?" and Jewish responses. Two of my kids have worked with this book.



Winter Exercise

Are you feeling snowed under? How about snowed in? How can you keep those bodies moving and those large muscle groups exercised during the short winter days? Here are a few ideas from homeschoolers who have been there.

SB in MA: We started ice skating lessons a few years ago and I took lessons right along with my daughter. Since I was the most uncoordinated in the class it helped everyone loosen up and my daughter, who had never been on ice skates, didn't feel so badly! So we still go skating a few times a month.

We have 2 big dogs so we take walks with them and we always look for animal tracks in the snow (when we have it). We swim at the YMCA occasionally. When we do get snow the only way I can get my daughter outside for any length of time is to go with her.



Last year we had snowball fights, built forts, made angels, made a big snowman sitting in our Adirondack chair and went sledding at the local golf course. Yes, I get all sloppy when it snows but otherwise she just won't go out. I go out for a beach walk at least once a week in the winter and during really big storms we always go to the beach and watch mother nature fight it out with the shoreline. (Mother nature always wins!)

MW in MA: We walk the dog, shovel snow, and build snow forts. We also take advantage of as many homeschool events (roller-skating, gym class, etc.) as possible. YMCA usually has "open swim" nights at a well where you can go in and use the pool for an hour or so.

First plant five rows of peas:

Perseverance,
Presence,
Preparation,
Promptness,
Purity.

Next plant three rows of squash:

Squash gossip,
Squash criticism and
Squash indifference.

Then three rows of lettuce:

Let us be faithful to duty,
Let us be true to our own obligations,
Let us love one another.

No garden is complete without turnips:

Turn up for important meetings
Turn up with a smile,
Turn up with new ideas,
Turn up with determination to make every-
thing count for something good and worthwhile.



Living with Your Kids 24/7 -- Fighting

But I couldn't STAND being with my kids all day!

Few and far between are the homeschoolers who haven't heard this line from a friend or neighbor who is fascinated/horrified by their decision to homeschool. And when children are coming to homeschooling after attendance in a public or private school where they have learned "school-like" behaviors, sometimes even the most committed homeschooler can feel the same way.

Yet it has been said that the most important ingredient for successfully homeschooling is that you gotta like being with your kids. All the time..... Particularly when your children decide to start fighting with each other. Here are some ideas for dealing with conflict among your children from an experienced homeschooling father:

Sit down and figure out for yourself what the limits are that you can deal with for negative behavior. Once you know how much you will be willing to deal with talk, talk to your children and lay down the ground rules. For example, verbal assault will be tolerated but physical will not. Be sure to list all aspects of what you mean by physical and feel free to elaborate as necessary.

Think up different things/solutions to each of the behaviors that cause friction in your family. For example, are older children normally left in charge of or in the position of giving direction to younger children? Make the rule that on either side when this happens. If so, come up with some possible acceptable responses for times when this situation occurs.

Some possible tools:

"If you are going to fight over that toy/book/TV then nobody gets it." Be sure to follow through by taking the disputed item or privilege away.

"If you are to be going to fight go outside to fight." Be serious - it doesn't matter if it is 20 below, send them outside with their arguments. When I was growing up this generally resulted in the combatants going to their separate rooms rather than having to go outside in the cold. If we did go outside we generally found something better to do than fight.

Separation: You don't all have to sit together while doing lessons. Set someone up in the kitchen with math. Put another in the living room with a reading assignment. Have the third be in a bedroom doing social studies. You may have to drift around to assist and assess what's happening, but at least they won't be driving you nuts by fighting.

Play games together. The kind where age or size isn't necessarily going to be an advantage. Make it a rule that if they can't be civil during the course of the game then it will stop right then as soon as the first uncivil comment or action is made. It may take a few days but if you keep it up they will realize that at least during this period of the day they have to behave themselves. This gradually should spread out to encompass more of your day.

If your kids spend a lot of time fighting, you might want to separate them as much as possible for a while. For instance, take some to the library while others remain at home. Once each one finds something he really is interested in -- once they get interested in something other than jostling for dominance -- they might be

more peaceful. And they can compete by excelling in their individual things.

Keep an ear open for the times they ask you to let them do a joint project -- building a treehouse, making a soapbox racer, planting a garden, starting a business. Working together is a healthy thing for children. One time a truck broke down and I helped the owner's sons unload watermelons. We passed them hand to hand for hours and then "dropped" one and ate it. It was hard, hot, and sweaty work. It's one of my favorite childhood memories.

When two kids are fighting, I never try to play judge and figure out what's going on, I just send both to the corner (facing in) for 5 minutes. The nice thing about punishing both is there's motivation on both sides to avoid conflict, and you don't reward somebody for being a victim. Also, there's less jealousy, because nobody thinks anybody else has been favored. Then too there's just less headaches and problems for you. There's nothing I hate more than listening to 10+ minutes of he did this, and she said that, UGH!

The last thing I'll mention is that I've found that the TV seems to cause more tension. We recently removed ours to the cellar, and the fights have decreased in number and intensity. However, if you've just started homeschooling, it may be a bad time to make another major change (you'll know best), but something to keep in mind for the future.

Useful Engineering Conversions

- Ratio of an igloo's circumference to its diameter: Eskimo 11
- 2000 pounds of Chinese soup: Won ton
- 1 millionth of a mouthwash: 1 microscope
- Time between slipping on a peel and smacking the pavement: 1 bananosecond
- Weight an evangelist carries with God: 1 billion
- Time it takes to sail 220 yards at 1 nautical mile per hour: Knot-furlong
- 365.25 days of drinking low-calorie beer because it's less filling: 1 lite year
- 16.5 feet in the Twilight Zone: 1 Roosterberg
- Half of a large intestine: 1 semicolon
- 1000 aches: 1 kilohurtz
- Basic unit of laryngitis: 1 hoarsepower
- Shortest distance between two jokes: 1 straight line
- 453.6 graham crackers: 1 pound cake
- 1 million microphones: 1 megaphone
- 1 million bicycles: 2 megacycles
- 2000 mockingbirds: two kilomockingbirds
- 10 cards: 1 decacards
- 1 kilogram of falling figs: 1 Fig Newton
- 1000 cubic centimeters of wet socks: 1 literhosen
- 1 millionth of a fish: 1 microfiche
- 1 trillion pins: 1 terrapin
- 10 rations: 1 decoration
- 100 rations: 1 C-ration
- 2 monograms: 1 diagram
- 8 nickels: 2 paradigms
- 3 statute miles of intravenous surgical tubing at Yale University Hospital: 1 I.V. League
- 100 Senators: Not 1 decision

From the JHEN Web Page

Fern Reiss is a Jewish homeschooler in the Boston area, known personally to me. I urge you to consider joining with other Jewish homeschoolers in supporting this project. -- Joan H.

As you may know, in the past weeks of conflict in the Middle East, Magen David Adom, Israel's 911 and 'Red Cross', has had several ambulances destroyed. These ambulances service both Jews and Palestinians, and are desperately needed. It costs \$50,000 to replace an ambulance.

Please consider helping us to replace ambulances in the following two ways:

1. Send a check for \$5, \$10, or whatever you can spare, made out to MAGEN DAVID ADOM. (You can mail it to your local MDA office, or to me, Fern Reiss, PO Box 239, Newton, MA 02459.)

2. Forward this e-mail to anyone you know who might be able to help in this effort.

Thank you for your support in this meaningful tzedekah opportunity!

This initiative is an outgrowth of the Boston Jewish Community's program to involve Boston day schools in raising funds for Magen David Adom, and a parallel project being organized by the Jewish Homeschooling Movement nationally. For more information on these projects, see www.abn.org.il/usa/nda/mda.html

I am a senior at the College of Wooster in Ohio and am doing my senior thesis on home schooling and the religious implications. I was hoping that you could maybe give me the names of any Jewish families in the Wooster, Cleveland, Akron area that I could perhaps interview. I would love for my paper to represent more than just the Christian side of the story. Thank you for your time and help.
Elise Pilorget (203) 287-3000 ext. 6321 C-2506
AOL: Pilorget 1189 Beall Ave., Wooster, OH 44691

I am a (Jewish) publisher of K-12 educational resource material for use in classroom, school and public libraries, private schools, and home schools. The material is on history, geography, art, music, science, and cultures. Would someone like to write an article about us? (editor's note: If you are interested, please let me know!)
Please visit our web site www.monkeyshinespublishers.com
Lynell Goldman, Editor

A staff writer at The Jewish Week in New York, I'm interested in doing a story on the Jewish home schooling movement for an upcoming educational supplement. Are there any Jewish home schoolers, organizations or leaders in the New York area whom I can interview? If you have any sources, please e-mail me here (stefel@jewishweek.org) or call (212) 921-7822) or fax (212) 921-3420). -- Steve Lipman

Editor's note: JHEN does not give out names and addresses of subscribers. If you are interested in participating in interviews, etc. please contact the parties above directly.



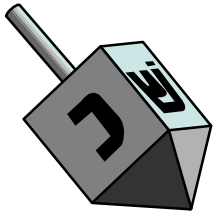


Winter Calendar

Torah Portion Toldot, Shabbat 2 December 2000
 Torah Portion Vayetze, Shabbat 9 December 2000
 Torah Portion Vayishlach, 16 December 2000
 Hanukka begins at sundown, 21 December 2000
 Hanukka, 21 December 2000 - 29 December 2000

It seems ironic that this holiday, which originated in a fight against assimilation by Greek culture, has become an agent of assimilation in the United States, namely through the popular desire to equate or link Hanukka with the Christian celebration of Christmas. Perhaps this would be a good year to focus on the fight for religious freedom, the courage of the Maccabees in standing up and fighting for their desire to worship as Jews, and the ongoing process of dedication and rededication in our lives, and to lessen the emphasis on gifts, decorations, and parties. Light the menorah with your family and spend some time together as the candles burn.

Torah Portion Vayeshev, Shabbat 13 December 2000
 Rosh Hodesh Shevat, 27 December 2000



Since this day occurs during Hanukka, call off school for a day and have a day-long dreidl game. Cook some frozen latkes (so you don't have to spend time in the kitchen) and have some fun!

Torah Portion Miketz, Shabbat 30 December 2000
 10 Tevet 5761/5 January 2001 -- Fast Day
 This day marks the first of a series of fasts leading up to Tisha B'Av in the summer.

Torah Portion Vayigash, Shabbat 6 January 2001
 Torah Portion Vayechi, Shabbat 13 January 2001
 Torah Portion Shemot, Shabbat 20 January 2001
 Rosh Hodesh Shevat, 25 January 2001

Have a day of outdoor winter learning. A local wildlife sanctuary or nature center might be willing to put together a program about animals or plants in winter for a group of homeschoolers. Be sure to dress

for the weather and have someone prepare hot cocoa or cider for the end of the activity.

Torah Portion Va'era, Shabbat 27 January 2001
 1 February 2001 -- Articles needed for March JHEN
 Torah Portion Bo, Shabbat 3 February 2001

Tu B'Shevat, 15 Shevat 5761/8 January 2001
 This is a shmittah year in Israel. During the shmittah (sabbatical) year, the land is given a rest, no cultivation of crops is done, and the Jewish National Fund will not be planting trees. Write or call your local JNF office for some alternative materials for learning about and celebrating Tu B'Shevat.



Torah Portion Beshallah, Shabbat 10 February 2001 -- Shabbat Shirah

Torah Portion Yitro, Shabbat 17 February 2001
 Rosh Hodesh Adar, 23-24 February 2001

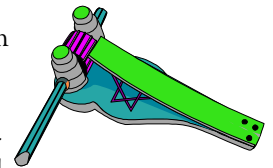
Let the children get out all the arts supplies and make "Be Happy - It's Adar!" cards. And then remind *them* to clean up.



Torah Portion Mishpatim, Shabbat 24 February 2001 -- Shabbat Shekalim

Torah Portion Tzumat, Shabbat 3 March 2001 -- Shabbat Zachor
 Purim begins at sundown, 10 March 2001 and ends at sundown, 11 March 2001

See if you can fulfill all four mitzvot of Purim this year (tricky, since Purim ends with Shabbat candle-lighting). The mitzvot are to read the megillah, to give to the poor, to give portions of food (mishloach manot), and to have a Purim seudah (meal) during the daylight hours.



An idea to discuss with your children is the significance of one person's actions. Choose various people in the story of Esther and examine how their actions affected the outcome of the story.

Torah Portion Tezaveh, Shabbat 10 March 2001 -- Shushan Purim

Torah Portion Ki Tisa, Shabbat 17 March 2001 -- Shabbat Parah

Torah Portion Va'al kel Pekude, Shabbat 24 March 2001 -- Shabbat Hachodesh

Rosh Hodesh Nisan, 24-25 March 2001

Rosh Hodesh is a women's holiday -- so don't do any cleaning or other preparations for Pesach this day. Take a day off -- there's still two weeks to the first Seder!

Torah Portion Va'il ra, Shabbat 31 March 2001



Kid's Writing Corner

My Dog Chloe

by Hayley Andrews, age 8

I have a dog named Chloe, who is a Boston Terrier. She is black and white and small. When she is happy, her ears stick up. When she is sad, her ears go back. Chloe has no tail. When we leave the house, my dog always wants to come! When I throw a tennis ball for her to catch, she bounces after it like a deer. If you hold a treat up for Chloe, she will dance on her two hind legs. Chloe likes to lick my Mom's legs, but by Dad says it makes him sick! But I like it!



Chloe is going blind. She is also losing her hearing. Chloe is twelve years old. She is older than me! Chloe likes to cuddle with me a lot. She come to me in my bed, under the covers, and makes me nice and warm. I think Chloe is the best dog in the whole world.

Election 2000 -- My First Presidential Election

by Miriam Horowitz

As a new immigrant, I took pride in the fact that I would actually get to elect a president. I watched the debates, voted for McCain in the primaries, watched the conventions, watched the Bush/Gore debates, then voted for Gore (not Nader) and sat back to watch the returns.

At midnight, things looked good for the candidate I already thought of as the next president, but I wanted to make sure, so I stayed up a little longer. I was shocked when around 2:45 a.m., Bush was projected as the President-elect. Oh well, I thought, four years can be a short time. I went to bed. What else was there to do?

Around 8:00 a.m. the same day I woke up, stumbled through my morning routine, and went into the kitchen. I saw my mother and brothers gathered around one of our computers all looking excited. "Bush isn't President!" one of them yelled. I raised my eyebrow at him. "No one won Florida!" it was then that I learned of the miscounts, missing ballots, confusing ballots, and the soon-to-be-famous Florida recounts.

As the day wore on, I kept checking to see if there were any updates on the news. Stories kept popping up but as the week ended, there was no end to the confusion.

Saturday night the adults in the family watched *Saturday Night Live* to see how the comedians there would 'abuse' our political process. Believe me, we were not disappointed.

The following Monday night, our town meeting arrived. It was a big night because there were many controversial articles in the offing. My parents and I arrived 25 minutes before the posted starting time (Sharon has open town meeting that generally begin at 8:00 p.m.), so we got to sit in the high school auditorium with the moderator and town Selectmen. For most of an hour, people kept arriving -- they were filling up both the high school gym and

cafeteria. While we waited, all the talk around us was about the election. People were trading chad jokes, Harris jokes, Bush jokes, and Gore jokes. Someone told me that I should feel lucky, my first presidential election was guaranteed a place in History (well yeah, they all are) and my first town meeting was one of the largest ever.

At 11:45 p.m. when we got out, it was with our hoped-for resolutions (yes on 1, no on 2) and an adjournment until the next day (which I wasn't keen to attend, I didn't really care about the middle school). But the Election continued. The courts got involved. The Florida Supreme Court ruled. The U.S. Supreme Court was appealed to. They sent it back.

Now let's skip ahead some. We are at Friday December 6, minutes before Shabbat. The Florida Supreme Court ruled that the recount must happen and that it must happen quickly. I, for one, was relieved.

Shabbat happens, then Motzei Shabbat I find out two things: First, the U.S. Supreme Court stopped the recount, and second, Barak resigned. I am blown away by both, but let's stay away from the Middle East right now.

I was outraged that the U.S. Supreme Court had decided to stop something that I felt was the only fair way to decide whether the Florida voters were disenfranchised or not. Then they called the Bush and Gore lawyers into a session yesterday by the way as far as I can tell did nothing for anyone.

Today is December 12, 2000. The Florida House voted to choose the electors for their state. What this means is that Bush will most likely be president.

The Miami Herald asked for the all the ballots under the Freedom for Information act, so that they can conduct their own independent recount. So it seems that, even though the government doesn't seem to care, we will finally know who the voters of Florida wanted to see in the White House next year.

A Parent's Perspective on the 2000 US Presidential Election

by John Horowitz

We have been studying US government this year, partly because of the presidential election. We have had a fascinating time, to say the least. Who could have conceived the twists and turns the 2000 presidential election has taken?

Apparently the people who wrote the US Constitution could. Amidst the political idealists who wanted to "form a more perfect Union, establish justice, insure domestic tranquility" and all the rest, were some hard-core political realists who could foresee a day when something might go wrong. I have this insane image of a bunch of guys in a smoke-filled room saying, "But what if someday there's a really close election and" It's all there. What amazing foresight the men who wrote the Constitution must have had.

Our study of the US constitution and government, and of the 2000 election has done one thing for me that I have tried to communicate to my children as we study all this -- that the Constitution, which gives our country rules for governance, is a wonderfully written document that is stronger and more powerful than any one human being. Much like the Torah, which gives us rules for living.

Some Really Awesome Lateral Thinking Exercises!

1) There is a man that lives on the top floor of a very tall building. Everyday he gets the elevator down to the ground floor to leave the building to go to work. Upon returning from work though, he can only travel half way up in the lift and has to walk the rest of the way unless it's raining!

WHY? This is probably the best known and most celebrated of all lateral thinking puzzles. It is a true classic. Although there are many possible solutions which fit the initial conditions, only the canonical answer is truly satisfying.

2) A man is wearing black. Black shoes, socks, trousers, jumper, gloves and balaclava. He is walking down a black street with all the street lamps off. A black car is coming towards him with its light off too but somehow manages to stop in time.

How did the driver see the man?

3) The Elder Twin. One day Kerry celebrated her birthday. Two days later her older twin brother, Terry, celebrated his birthday. Why?

4) Manhole Covers. Why is it better to have round manhole covers than square ones? This is logical rather than lateral, but it is a good puzzle which can be solved by lateral thinking techniques. It is supposedly used by a very well-known solar panel company as an interview question for prospective employees.

5) The Deadly Party. A man went to a party and drank some of the punch. He then left early. Everyone else at the party who drank the punch subsequently died of poisoning. Why did the man not die?

6) Heaven. A man died and went to Heaven. There were thousands of other people there. They were all naked and all looked as they did at the age of 21. He looked around to see if there was anyone he recognized. He saw a couple and he knew immediately that they were Adam and Eve. How did he know?

7) Trouble with Sons. A woman had two sons who were born on the same hour of the same day of the same year. But they were not twins. How could this be so?

8) The Man in the Bar. A man went into a bar and asked the barman for a glass of water. The barman pulls out a gun and points it at the man. The man says 'Thank you' and walks out.

This puzzle has claims to be the best of the genre. It is simple in its statement, absolutely baffling and yet with a completely satisfying solution. Most people struggle very hard to solve this one yet they like the answer when they hear it or have the satisfaction of figuring it out.

9) The Hallway. You are in a hallway with a door at either end, and no other means of egress. Behind one door is the fulfillment of your best dreams, but behind the other is a hungry tiger. In front of each door stands a guard. One guard always tells the truth and the other always tells the opposite of the truth. You do not know which door is which nor do you know which guard is which. You are allowed to ask only one question to only one guard in your quest to choose the correct door. What is that question?

A Clue: Clearly you want to find a question which would yield the same answer from either guard. Think mathematically.

JHEN Directory

Here are the newest additions to our JHEN family. The last full listing of JHEN subscribers was printed in Issue #38 (March 2000).

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C'mon now! Do you mean to tell us that NOTHING you'd sharing has happened in the ENTIRE JHEN community during the past three months!!?

Kvell along with us -- send in your triumphs large and small. Remember, if you don't send us some material, we'll be forced to make something up -- or, even worse, print another installment of the Galt Olympics.

Send JHEN your news today! Don't wait until March.

E-mail to: <leithoro@bellatlantic.net>
USPS mail to: Joan Horowitz
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Sharon, MA 02067



Subscription form for Jewish Home Educator's Network. JHEN is published about 4 times a year. PLEASE MAKE CHECK OR MONEY ORDER PAYABLE TO: "Lisa Hodge Kander" and mail to J.H.E.N. c/o Lisa Hodge Kander, 2122 Houser, Holly MI 48442. People outside the U.S. must send checks drawn on US funds or use postal money orders. We cannot accept foreign checks. (Sample issue: \$3.00; foreign \$4.50)

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Children (names and BIRTH YEAR):

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Phone:

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Are you willing to host newsletter readers who may advance arrangements in writing or by phone? Yes ___ No ___

Please send us another page that tells us more about yourselves for the "notes" section of JHEN.

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