

# Scroll

Temple Beth Shalom - Needham, Massachusetts

January 2019

Tevet/Shevat 5779



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From the Editorial Board

## Looking Forward

Have you ever noticed that we talk about reflecting and resolving, looking back and projecting forward, overcoming obstacles and setting goals ... not once in our Jewish year but twice at least? That's right: during the High Holy Days we reflect on our past year and consider how we can live our coming year with even more deliberate goodness. And then comes January, and we're happy to do it all over again – in a kind of HHD Lite.

What better time, then, to pay tribute to those among us who devote their lives to guiding others to reflect and look forward? From reflection to refraction, projection to reaching toward perfection, the learning our fellow congregants strive to convey is what makes their work so vital. As you read each educator's story you will find a sense of joy that unites their experiences. How fortunate we are that these teachers derive so much pleasure as they move our children, adults, and society positively into the future.

We at the Scroll tip our yarmulkes to the teachers among us!

*- Joni Burstein on behalf of the Scroll Editorial Board*

## Rabbi Sonsino's Blog

The "Sonsinoblog" is available on-line, and has about 325,000 readers around the world. Temple members are invited to log on and read the Rabbi's posts.

**Go to:** [rsonsino.blogspot.com](http://rsonsino.blogspot.com)

Please join the TBS community for

### **Minyan**

Monday and Thursday mornings at 7:00 AM.  
Monday through Thursday evenings at 6:45 PM.  
All at TBS.

# JANUARY 2019 SERVICES

## FRIDAY, JANUARY 4 (28 TEVET 5779)

7:15 PM — Contemplative *Shabbat* Service (*Beit Midrash*)  
7:15 PM — *Simchat Shabbat* Service (Sanctuary)

## SATURDAY, JANUARY 5 (28 TEVET 5779)

*Torah: VaEra*, Ex. 6:2 — 9:35  
8:30 AM — *Shabbat Morning Minyan* (*Beit Midrash*)  
9:00 AM — *Torah Study* (*Beit Midrash*)  
9:00 AM — Finding Our Jewish Values in *Torah* (Large Conference Room)  
5:00 PM — *Shabbat Mincha* Service (Sanctuary)  
*Bat Mitzvah*: Zoe Landis-Block

## FRIDAY, JANUARY 11 (6 SHEVAT 5779)

7:15 PM — *Shabbat Evening* Service (Sanctuary)

## SATURDAY, JANUARY 12 (6 SHEVAT 5779)

*Torah: Bo*, Ex. 10:1 — 13:16  
8:30 AM — *Shabbat Morning Minyan* (*Beit Midrash*)  
9:00 AM — *Torah Study* (*Beit Midrash*)  
9:00 AM — Finding Our Jewish Values in *Torah* (Large Conference Room)  
11:00 AM — *Shabbat Morning* Service (Sanctuary)  
*Bat Mitzvah*: Marlee Stone

## FRIDAY, JANUARY 18 (13 SHEVAT 5779)

6:15 PM — Tot *Shabbat* Service (*Beit Midrash*)  
6:15 PM — *Shabbat Evening* Service (Sanctuary)

## SATURDAY, JANUARY 19 (13 SHEVAT 5779)

*Torah: B'shalach*, Ex. 13:17 — 17:16  
8:30 AM — *Shabbat Morning Minyan* (*Beit Midrash*)  
9:00 AM — *Torah Study* (*Beit Midrash*)  
9:00 AM — Finding Our Jewish Values in *Torah* (Large Conference Room))

## FRIDAY, JANUARY 25 (20 SHEVAT 5779)

6:15 PM — *Shabbat Evening* Service (Sanctuary)

## SATURDAY, JANUARY 26 (20 SHEVAT 5779)

*Shabbat Yitro*, Ex. 18:1 — 20:26  
8:30 AM — *Shabbat Morning Minyan* (*Beit Midrash*)  
9:00 AM — *Torah Study* (*Beit Midrash*)  
9:00 AM — Finding Our Jewish Values in *Torah* (Large Conference Room)  
5:00 PM — *Shabbat Mincha* Service (Sanctuary)  
*Bar Mitzvah*: Aden Garf

## Committee Meetings in January - Get Involved!

Please check with the email contact beforehand in case of a last-minute change and for meeting location.

Committee Name	Upcoming Meeting Date	Email Contact for Information
Adult and Family Learning	Wed. Jan. 10, 7:30 PM	adult_learning@tbsneedham.org
Brotherhood	Tues. Jan. 8, 7:15 PM	brotherhood@tbsneedham.org
Communications	Wed. Jan. 23, 7:15 PM	communications@tbsneedham.org
Garden Club	Tues. Jan. 8, 7:00 PM	gardenclub@tbsneedham.org
Inclusion Task Force	Wed. Jan. 9, 7:15 PM	inclusion@tbsneedham.org
Library	Every Wed., 10:00 AM	library@tbsneedham.org
Scroll Editorial Board	Thurs. Jan. 3, 12:00 PM*	scrolled@tbsneedham.org
Shomrei Adamah	Thurs. Jan. 24, 7:15 PM	shomreiadamah@tbsneedham.org
Sisterhood	Wed. Jan. 9, 7:30 PM	sisterhood@tbsneedham.org
Teen Engagement Committee	Mon. Jan. 14, 7:30 PM	teen_engagement@tbsneedham.org
Three Score/More or Less	Mon. Jan. 7, 7:30 PM	threescoremoreorless@tbsneedham.org
Tikkun Olam	Thurs. Jan. 31, 7:15 PM	Social_Action@tbsNeedham.org

\* At Mandarin Cuisine



From Our Leadership

## A New Year – An Opportunity to Make A Difference

By Jeffrey Shapiro, President

Before Astronaut Jeffrey Hoffman spoke to a multi-generational, full house audience as part of TBS's Adult and Family Education Program last fall (thank you Peter Mesnik, Rob Markstein, and Adam Zaff), I had a very rare opportunity to talk with an astronaut one on one. I asked him what it was like at lift-off and what it was like looking back at Earth from space. The answer to the first question involved a "simple" physics equation that reminded me why I did not take physics again after the 10<sup>th</sup> grade, though I pretended to "understand" him in the same way I pretended when my grandmother would ask me at family holiday gatherings if I wanted chopped liver! You get it; I had no idea what he was talking about! However, when he talked about looking back at Mother Earth - how small she really is and how fragile she is - it left me with a very different perspective about our community, our nation, and our world. And all of this was before 10:00 AM on a Sunday morning!

As we prepare to celebrate the 90<sup>th</sup> birthday of Dr. Martin Luther King, Jr., later this month, it serves as an opportunity to connect the lessons about the fragility of our planet with the need to continue Dr. King's legacy of working to effect meaningful change. As a member congregation of the Union for Reform Judaism (URJ), we are fortunate to be part of a movement that has been actively engaged with nonpartisan, social justice work for six decades. The Religious Action Center (RAC), our movement's central point for national, state, and local social justice engagement, has been at the forefront of this work with a distinguished history of active engagement through the Civil Rights Movement, and into the present day. Last November, we at Temple Beth Shalom were honored to hear from Rabbi Jonah Dov Pesner, the Director of the RAC, who has been recognized nationally as "an inspirational leader and tireless advocate for social justice" (*Newsweek*). Rabbi Pesner offered a "Call to Action," with concrete steps that we can take as individuals, a congregation, and a movement. To hear these highly meaningful and motivating words on our *bima* directly from a national leader who is on the front line of this work at the highest levels was an amazing experience.

There is a deep and meaningful history of social justice activism in our Reform Movement. Rabbi Pesner shared moving and inspiring stories about the Reform Movement's impactful and direct action with Dr. King and the civil rights partnership that led to the successful passage of the Civil Rights Act and the Voting

Rights Act. He shared a heartwarming history of the RAC that included the fact that language for the Civil Rights Act of 1964 was drafted and transcribed in the RAC's conference room. He also shared current work including the RAC's efforts to help disenfranchised voters reclaim their rights, and its successful partnership in the 2018 election to assist with the passage of a ballot initiative in Florida to restore the voting rights for felons.

The lesser-known story is that a Boston businessman and philanthropist, Kivie Kaplan, of blessed memory, the grandfather of TBS past president Louis Grossman (and great-grandfather of David and Jacob), heeded the call to action. During a trip to Florida in the 1920s he witnessed first-hand anti-Semitism and racism and vowed that the fight for a more just society required all of us to work together as one. Kaplan befriended Reverend King, marched with him, served as President of the NAACP and as Vice Chair of the precursor organization to the URJ, donated the land and building for the RAC, and served as a national leader in social justice. Pretty amazing. This valuable connection to our community should serve as a point of community pride, while also serving as a motivator for all of us. After all, it is not enough to celebrate the acts of others.

I hope that many of us will heed both Kivie Kaplan and Rabbi Pesner's Call to Action. Our TBS Tzedek Leadership Team is not a committee in the classic sense, like other TBS committees – they are not the "folks" doing social justice work for TBS. Instead, they are the leaders that are helping to engage each of us in meaningful (and different) ways to do our part for social justice.

As you consider your priorities for the new year that is upon us, I hope that you will thoughtfully and actively consider how you might make social justice part of your own activities. Consider signing our *Brit Olam* – a covenant with the world (to sign now, go to: [bit.ly/tbsbritolam](http://bit.ly/tbsbritolam)); remember to vote at each election; attend a TBS Tzedek meeting to learn about active engagement; or attend the RAC Consultation on Conscience (in Washington, D.C., in May).

In order to find your connection point please contact our TBS Tzedek leaders – Rabbinic Intern Talia Stein, Randi Lite, Rick Moody, Elise Gottesman, Jen Muroff, Stacey Smalley, and Carole Mittelman at [tzedek@tbsneedham.org](mailto:tzedek@tbsneedham.org) or me at [president@tbsneedham.org](mailto:president@tbsneedham.org).



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From the Clergy

## In Response to Pittsburgh

By Rabbi Jay Perlman



The news of the violence in Pittsburgh arrived via text following Shabbat morning services. Not long after, so too did calls and emails of support. Our leadership - both professional and lay - was outstanding in their response. Gathering at the Temple and over the phone, we acknowledged the loss of life, the pain experienced by the Tree of Life community, and thought of our own Beth Shalom members with connections to the Pittsburgh Jewish community. We knew that we needed to provide a place to come together ... a ritual. Kaddish needed to be recited. Sorrow needed to be expressed. Strength needed to be found through being with others. As well, importantly, we focused upon the safety of our own community.

With each official and leader with whom we spoke, we received immediate offers of assistance. The Needham Police and the security leadership of the Combined Jewish Philanthropies and the Union for Reform Judaism made recommendations that were quickly adopted. Clergy colleagues from throughout Needham were especially mindful of the vulnerability that we were feeling.

The Needham Clergy Association is a special community of faith leaders serving over a dozen houses of worship and religions. Our congregation's relationship with them has a long and deep history. Many came to help us bless our new Temple home when we hung our mezuzah by the front door two years ago. (Their participation that night was one of the most moving aspects of our dedication weekend.) Individual leaders have taught and offered sermons from our *bima*. For a full year, we hosted the entire Unitarian community on Sunday mornings as their building was under construction. During our own year-long construction, we were graciously welcomed into numerous church spaces for services, classes, and programs. And so, when violence erupted in Pittsburgh, it was not surprising that our friends from Needham's faith communities readily stepped forward.

That Sunday night, close to six hundred people gathered at the Temple. Included amongst them were numerous elected officials and town leaders. Thanks to the gracious volunteerism of several TBS members and staff, we were able to welcome them. Those who came represented every corner of the Needham community. Because Simon Hall had been set up for the Sisterhood rummage sale, at first we tried to seat everyone by setting up extra chairs in every possible space in the Sanctuary. Folding chairs filled the open section at the front of the room. People stood along the walls and filled the bima. Near to where I was sitting, a mom was seated on the bima steps with her son in her lap. Eventually, when we were able to provide chairs in Simon Hall, well over a hundred more people sat amidst all of the rummage items. Through it all, no one complained. Everyone knew why we were there.

Rabbi Carl Perkins, Rabbi Leslie Gordon, and Cantor Jamie Gloth - all of Temple Aliyah - movingly co-led our service. As well, amidst the poetry, psalm, and song - one by one - our Muslim, Roman Catholic, Episcopalian, Baptist, Baha'i, and Unitarian faith-leader-neighbors expressed prayers from the heart. When Kaddish was recited for the eleven souls who had been murdered, the Sanctuary echoed with hundreds of voices. Also filling the space during that prayer was the solemn silence of those who had come to pray with us.

As we concluded, we did so with song. I am not sure that I have ever heard Oseh Shalom sung with more feeling than I did that night. It spoke to the heart of what the entire evening came to symbolize: a community-wide expression of resolve that in our pursuit for peace no one stands alone.

## Shomrei Adamah Committee: Recycling at TBS

By Jane Evans

We are all used to separating out the recyclables in our homes, but at our TBS home we may not be sure how to identify a recycling bin, or what can go in it. The *Shomrei Adamah* team (“Guardians of the Earth”) is here to help! Part of the committee’s mission is to “make positive change at TBS in our use of energy and natural resources.”



What can you recycle at TBS? Clean paper and cardboard, and clean, numbered plastic items can go into the recycling bins. Also, empty aluminum or plastic beverage containers. We’ve placed labels on the bins showing what can go in. Your empty, plastic water cup? Sure, that’s pretty clean. Your plastic plate with food residue? No, sorry, our recycler requires a clean stream. When our recycling bins are contaminated with non-recyclable items, it all goes into the trash, and then none of it is recycled.

Look for the labeled bins around the building, in the offices and shared spaces. Some photos are shown here. We’re working on improved signage, and for the larger bins we’re getting lids with appropriately sized openings. Please help each other to recycle properly!

Around town there’s a lot of talk about composting, and many businesses and homes are starting to take advantage of compost pick-up services. In the future, *Shomrei Adamah* will be looking into reducing our use of plastic disposables, and the possibilities for composting. Contact us ([shomreiadamah@tbsneedham.org](mailto:shomreiadamah@tbsneedham.org)) if you’re interested in joining the committee!

## TBS Inclusion Task Force: Ongoing Focus on Mental Illness and Mental Health

By Jerry Schultz

February is **Jewish Disability Awareness and Inclusion Month (JDAIM)**. JDAIM is a unified effort among Jewish organizations worldwide to raise awareness and foster inclusion of people with disabilities. Last year at TBS, the TBS Inclusion Task Force (ITF) hosted a series of 15 presentations on a variety of topics related to inclusion. Presenters from the TBS community,

as well as talented professionals from greater Boston, educated, inspired and provided support to participants.

In our ITF meetings we have been learning more about the impact of mental illness. We are generating recommendations to TBS leadership about ways to increase awareness and create a supportive, warm and inclusive environment for individuals and families touched by mental health issues. Our efforts are ongoing, and we welcome suggestions about how best to meet the needs of our community.

In September, as a part of the ongoing effort to identify and meet the social/emotional needs of children, the staff of the TBS K-12 Learning Programs was involved in a two-day training sponsored by CJP that focused on youth and mental health.

This past fall, at the “My Jewish Journey” presentation during the afternoon service on Yom Kippur, Tzipora Crandell gave a compelling and poignant account of her struggles with depression and anxiety. Tzipora, who grew up at TBS, is now a Jewish Learning Guide in the Mayim program and is also a member of the ITF. This young woman’s story of self-awareness, self-advocacy, and self-care, and the importance of understanding and support from those around her, touched the hearts and minds of congregants. Tzipora’s courageous presentation underscored the importance of allowing and encouraging communication about a topic that is too often kept in the dark.

In February, as part of our continuing efforts to educate and sensitize our community about mental health, we are hosting several events that address this important topic. While the details were not yet confirmed by the copy deadline for this issue of the Scroll, information has been included in various TBS weekly communications. If you would like to learn more about these events, contact the TBS office, or email us at: [inclusion@tbsneedham.org](mailto:inclusion@tbsneedham.org).

*If you have any questions about the Inclusion Task Force, or you are interested in attending a meeting or becoming a member, feel free to ask any ITF member: Jerry Schultz (Chair), Sara Berk (Staff Liaison), Jean Gumpert, Judy Pearl, Judy Weinstein, Suzanne Brooks, Jess Green, Ally Zaff (student representative), Adam Goldberg, Beth Crastnopol, Tzipora Crandell, David Gotthelf*



**Jewish Disability Awareness, Acceptance & Inclusion Month**  
**FEBRUARY 2019**

# JANUARY HIGHLIGHTS

For the most current and complete event notices, please see the TBS calendar (<http://tbsneedham.org/calendar>), the website, and the weekly email. Planning an event? Submit it here: <https://tbsneedham.org/submit>

## 4

### Contemplative Shabbat Service

**Friday, January 4, 2019, 7:15 PM**

Please join Talia Stein, our community's Social Justice Rabbinic Intern, as she leads a beautiful monthly Contemplative Shabbat service! Participants will meditate, sing, and reflect as they bring in Shabbat together. The service will be inspired by the liturgy found in the Mishkan Tefilah - our community's Shabbat prayer book. As well, there will be opportunities for personal prayer, reflection, and learning. Following our service, we will enjoy a delicious oneg. All are welcome!

## 6

### Oneinforty: BRCA Awareness, Education, And Support

**Sunday, January 6, 9:00 AM at TBS**

Join the Adult Learning Committee to hear presenter Lauren M. Corduck, Executive Director of Oneinforty ([oneinforty.org](http://oneinforty.org)) and her colleagues discuss the risk of the BRCA

("Breast Cancer 1 and 2 genes") gene mutation, which is ten times more common in Ashkenazi Jews and heightens risk for male and female breast cancer, prostate cancer and ovarian cancer. If you are BRCA-positive, you can reduce the risk of BRCA cancer through enhanced screening, risk-reducing surgery, and chemoprevention.

Oneinforty was founded to raise awareness of the one-in-forty risk to Ashkenazi Jews of inheriting BRCA gene mutations and provide the support individuals and families need to effectively manage their cancer risk.

**Questions? Contact:** Rob Markstein ([adult\\_learning@tbsneedham.org](mailto:adult_learning@tbsneedham.org))



## 13

### Colon Cancer and Colonoscopy: What You Know, Don't Know, and May Be Afraid to Ask

**Sunday, January 13, 9:00 AM, at TBS**

As part of its health series discussion this year, the Adult Learning Committee would like you to meet TBS member Dr. Stephen Rotman, a gastroenterologist and advanced endoscopist with Milford Gastroenterology Associates, who will discuss the topic of colon cancer. This is an important topic since colon cancer is one of the most common forms of cancer seen today in both men and woman. He will explore signs and symptoms, recommendations for screening, and therapy. He hopes to alleviate some concerns that many people have about undergoing a colonoscopy or perhaps mixed ideas they may have about when is the ideal time for the test. While there will likely be some powerpoint slides to help visualize the topic, Dr. Rotman will be happy to make this an interactive session driven by interest and questions.

**Questions? Contact:** Rob Markstein ([adult\\_learning@tbsneedham.org](mailto:adult_learning@tbsneedham.org))

## 15

### Floral Painting Through the Ages

**Tuesday, January 15 (Snow Date: January 22), 7:00 PM at TBS**

**Refreshments at 7:00 PM, Program at 7:15 PM**

TBS Garden Club will present a program by Martha Chiarichiaro, a lecturer of art history. Martha received a Master's of Art degree from Williams College and has taught a variety of art history classes at the Worcester Art Museum. She will speak about exploring the past through landscape and floral art. Please join us for a very interesting program.

**Questions? Contact:** Carol Gershman ([gardenclub@tbsneedham.org](mailto:gardenclub@tbsneedham.org))



# JANUARY HIGHLIGHTS

## 22

### Help Plan Tikkun Olam Day 2019 – All Welcome!

**Tuesday, January 22, 7:15 PM at TBS**

Are you passionate about helping others in need? Come join us to start planning *Tikkun Olam* Day 2019! This is a great opportunity to connect with others who share your interest in giving back. There are many opportunities to plan, lead or participate in social action-oriented activities on and leading up to May 5. No experience necessary and creativity welcome!

**Questions? Contact:** Heidi Shaff or Linda Hill (Social\_Action@tbsneedham.org)

## 23

### Tu B'shvat Presentation: "Solar Panels at TBS"

**Wednesday, January 23, 7:30 PM at TBS**

Join us to learn about TBS's newly installed solar panels. Bob Clark of 621 Energy, the installer of the panels, will explain how the panel technology works, how the captured solar energy helps to meet our facility's energy needs, and what impact the panels will have on TBS's electric bill. Loren Shapiro, co-chair of the TBS Building Committee, will join Bob to explain the project.

**Questions? Contact:** Michael Bailit (shomreiamah@tbsneedham.org)



## 24

### Back For More Music

**Thursday, January 24, 7:15 PM**

Right after evening services, men of TBS are invited to sing along (or just nosh and kibbitz) around the piano in the Community Hall. From Broadway to Brill Building to Beatles, we sing it ALL!

Please send song requests to Matt Robinson (matt@therobinsonreporter.com) or DJ Fontine (djfontine@tbsneedham.org). If you do not think you can sing, please come by anyway!

**Questions? Contact:** Matt Robinson (matt@therobinsonreporter.com)



## 25

### "New Member" Shabbat

**Friday, January 25. Pre-neg begins at 5:30 PM. Services begin at 6:15 PM.**

Welcome to the Temple Beth Shalom Community! If you joined the Temple over the past year we are extending a special invitation to you to join fellow congregants for Shabbat services. As one of our newest members, during the service you will be called to the bima to receive a special blessing.

Babysitting will be available, but we need an RSVP to ensure coverage. **If you are RSVP'ing and need babysitting please include names and ages of your children in your email.**

**Questions or to RSVP, contact:** Sarah Mesnik and Robyn Glazier (member\_relations@tbsneedham.org).

For the most current and complete event notices, please see the TBS calendar (<http://tbsneedham.org/calendar>), the website, and the weekly email. Planning an event? Submit it here: <https://tbsneedham.org/submit>

# SAVE THE DATE

FEB  
2

## Brotherhood, Sisterhood, 3 Score/More or Less Present: An Evening of Comedy!

**Saturday, February 2, 7:30 - 11:00 PM**

The comedians will be Dave Andrews, Paul D'Angelo, and Artie Januario.

**Tickets:** \$36 per person for Temple members and \$40 for non-Temple members. Registration required.

**Register:** [tiny.cc/comedyntight](http://tiny.cc/comedyntight)

**Questions? Contact:** Marty Goldberg ([brotherhood@tbsneedham.org](mailto:brotherhood@tbsneedham.org))

FEB  
7

## Welcome Israel's 2019 Argov Fellows to TBS!

**Thursday, February 7, 7:30 - 9:00 PM**

Join us as we have the privilege of welcoming twenty-two young Israeli leaders who are studying leadership and diplomacy at Herzliya University. Selected as Argov Fellows, the students are engaged in high-level learning designed to prepare them for future leadership positions in Israel and in the Jewish world. Our program will feature a unique opportunity both to learn about these exceptional leaders and to discuss with them the similarities and differences of Jewish identity in the U.S. and Israel. Refreshments will be served.



**RSVP:** Tiziana Getz ([tgetz@tbsneedham.org](mailto:tgetz@tbsneedham.org)) by Monday, February 4th.

**For more information, please go to:** [idc.ac.il/en/specialprograms/argov/pages/home.aspx](http://idc.ac.il/en/specialprograms/argov/pages/home.aspx)

FEB  
10

## Mentsch in Tights: How Jewish History & Culture Shaped the Comic Book Superhero

**Sunday, February 10, 2:00 PM**

Not only do comic book superheroes Batman and Superman disguise themselves to save the world, but, they also disguise their creator's Jewish heritage and values. Since their creation in the 1930's comic books have become a part of our nation's vocabulary, forever changing the way we think about stories, pictures, and what makes a hero. Unmask the Jewish subtexts of these stories and discover the unique contributions Jews have made to this American art form.



The Adult and Family Learning Committee presents Rabbi Simcha Weinstein, an internationally known speaker and the best-selling author of "Up, Up, and Oy Vey: How Jewish History, Culture, and Values Shaped the Comic Book Superhero" and "Shtick Shift: Jewish Humor in the 21st Century". He has appeared on CNN and NPR and has been profiled in leading publications, including the New York Times, Miami Herald, and London Guardian. A syndicated columnist, he writes for the Jerusalem Post, JTA (Jewish Telegraphic Agency), the Royal Shakespeare Company, Condé Nast, and many other agencies. He chairs the Religious Affairs Committee at Pratt Institute, the renowned New York art school. He was recently voted "New York's Hippest Rabbi" by PBS affiliate Channel 13.

**Questions? Contact:** Peter Mesnik ([peter@mesnik.com](mailto:peter@mesnik.com))

**Cost:** \$5 per person, \$10 per family. Registration link will appear in the February scroll and weekly emails.

# SAVE THE DATE

MAR  
9

## Don't Miss Needham's "Art in Bloom" 2019

**Saturday, March 9, 9:00 AM - 5:00 PM, Needham Public Library**  
**Sunday, March 10, 1:00 - 5:00 PM, Needham Public Library**

Beth Shalom Garden Club is presenting Needham's 11th Art in Bloom at the Needham Public Library on March 9 and 10. There will be 75 works of art created by Needham High School students with floral interpretations by Beth Shalom Garden Club. Come and see some live floral demonstrations. This year Needham's Art in Bloom is sponsored by Roche Brothers and SharkNinja. For more detailed information, visit: [NeedhamArtInBloom.com](http://NeedhamArtInBloom.com)



**Questions? Contact:** Carol Gershman ([gardenclub@tbsneedham.org](mailto:gardenclub@tbsneedham.org))

MAY  
17

## Join Us for a Special Spring Shabbat with "Banot"



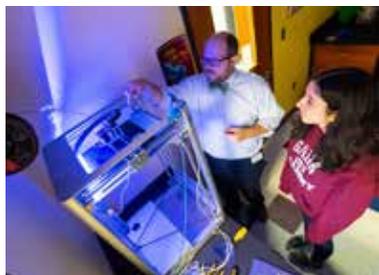
**Friday, May 17, 7:15 PM Shabbat service and 9:00 PM concert**

TBS is excited to announce that we'll be hosting "Banot," a spectacular group of Israeli singers and musicians ([banotmusic.com/about](http://banotmusic.com/about)). Banot will participate in the Shabbat service, which will start at 7:15 PM rather than the traditional 6:15 PM on the third Friday. After the *oneg*, the group will give an hour concert starting at 9:00 PM. Mark your calendars for what promises to be an exceptional experience!

**Questions? Contact:** Paul Elias ([elias\\_p@bellsouth.net](mailto:elias_p@bellsouth.net))

# The Teachers Among Us

As a people focused on learning, we have among us many who teach. Their common thread? They all derive joy from inspiring learning.



## Seth Battis

This is my twentieth year teaching, and I'm embarking on my second year at Gann Academy in Waltham this fall. I am the founding chair of the Computing, Design & Fabrication department at

Gann, teaching high school computer science and engineering, and supervising the robotics team. It has been a great fit: I've landed in a wonderful, pluralistic Jewish community, I'm teaching engaged, excited, creative, fun students, and I get to work with thoughtful, wise, and caring colleagues. My favorite part of teaching is working with students to do something new: this morning I got to walk in past the musical staircase one group of students built last spring and introduce a new class to the 3D printing CAD Lab that another team of students has helped me to set up and maintain. Every time I sit with a student who's learning something new, I get an opportunity to learn myself - whether it's something technical with the student, or something about how that student learns. It's really a joyful experience!

## Michael B. Berg

I am a professor of psychology at Wheaton College, where I teach students how to do psychological research and lecture on topics such as health psychology and social psychology. I knew I wanted to be a teacher from a young age. Even in high school I enjoyed tutoring kids in my school and helping my younger sister with her homework. Psychology appealed to me as a subject because it is such a young science and because it addresses social justice issues such as prejudice and discrimination. I love that my students have a natural interest in the subject and that most everyone can find the lessons of psychology applicable to their lives. Teaching at a small liberal arts college like Wheaton gives me the opportunity to really get to know my students, work with them on research projects, and just have an overall highly satisfying and interactive teaching experience.



## Marilyn Brooks

I joined BOLLI (Brandeis Osher Lifelong Learning Institute) in 2010 when I retired as an administrator in Latin American and Latino Studies at Brandeis. Last year the Study Group Leaders,

who are readers of my weekly mystery review blog (marilyns-mysteryreads.com), asked me to teach a course on mystery novels. At first I refused, but they persisted and I finally agreed. I'm now leading my third course and loving every minute of it. Each course goes under the title "Whodunit?" followed by a summary of the subject matter. My first course was "Murder In New England," the second was "Murder in Ethnic Communities" (including two Jewish ones), and this semester it's "Murder In Scandinavia." It's wonderful to be teaching adults who are there for the joy of learning and glad to be sharing their thoughts with their classmates. My BOLLI experience has been as much about learning from others as teaching a class, and I imagine that's true at every teaching level.

## Emily Dreifus

I have been teaching for over 25 years; currently I teach fourth grade at Mitchell School. What I love about fourth graders is their sense of camaraderie as they learn; their bubbling enthusiasm to tell you all about something they learned or made; and their intellectual curiosity that drives them to become better readers, writers, and mathematicians. Kids need a chance to figure out problems and learn to ask for the right kind of help when they need it, so I try to set up activities that I can watch and guide. During our fall social studies unit, students researched the history and present-day lives of a tribe or nation of indigenous peoples, learned about the lifestyles, customs, and traditions of the group, and then created dioramas to show Native American villages and share their learning. I enjoy the negotiations fourth graders go through to choose materials and decide who is doing what, and their pride and sense of accomplishment on completing a big project are deeply satisfying. That's why I keep on teaching!



## Michelle Fox

I teach eighth-grade science at Brown Middle School in Newton. I did not set out to become a teacher, originally; I was a Marine Biology/Earth Science major, planning on a research career. I quickly realized that academia was not a good match for me, but I still loved science, so I made a detour into the classroom in the fall of 2000 and have been teaching ever since. I am the science department teacher leader at my school, and also the



faculty advisor for the Pride Club. In October 2018 I was given the “Science Educator of the Year” award for Middlesex County by the Massachusetts Association of Science Teachers. (That’s me on the left!) I love teaching middle school science because it is hands-on and engaging, and middle schoolers have a wonderful energy that is a mix of childlike wonder and emerging sophisticated thinking.

## Lisa Garsh

*Education is the most powerful weapon which you can use to change the world* (Nelson Mandela). I teach so that I can watch these young minds grow! They realize they can do hard things and that’s it’s ok to struggle. They realize they can be friends with someone who looks different or eats different foods. They realize that learning is not always about answers! They ask questions and push me to be a better person!

## Harriet Goldin

I taught Hebrew language and history while in college, and in 1962 I began teaching 5<sup>th</sup> graders. Since then I have taught at all levels, elementary through college; have been an administrator at a collaborative of 15 school districts; and continue to consult. Having taught English as a second language to teens in Eastern European countries for four summers, my latest experience was in Haifa, Israel, in 2018. I have also served on the TBS school committee.



I am also the founder and President of Goldin Foundation for Excellence in Education, a non-profit started in 1990 that recognizes educators for their positive impact in classrooms, schools, and communities. The foundation is dedicated to attracting new teachers, retaining quality teachers, and sharing best practices. Its latest initiative is awarding Exemplary Projects that are creative, transformative, inspiring, and replicable. ([goldinfoundation.org/ExemplaryProjects.htm](http://goldinfoundation.org/ExemplaryProjects.htm))

## Sally Goldfarb



It was 35 years ago but it seems like only yesterday that I walked into the Massachusetts Hospital School in Canton. I wasn’t quite sure what I was getting into. My interview was in an open room with children of all ages, some using a walker, a few in wheelchairs, and some in what looked like a bed on wheels. I was quickly offered the job: teaching life skills to severely disabled children and young adults. After leaving I asked myself, ‘how can I possibly do this?’ Finally I decided to go ahead, and that decision changed my life forever. I learned what is important in life: how never to give up, to endure pain and continue to smile and persevere, and how lucky we are to be blessed with family, health, and resources. I can’t wait to get

to work, and I love what I do. I believe I have made a difference in the lives of all the children I have worked with, and surely they have done more for me than one could possibly imagine.

## Elizabeth Grossman

While at Brown University in Providence I was exposed to people from different walks of life and volunteered in a tough neighborhood. This prompted me to want to help people who did not have the opportunities that I had, and ultimately led me to the front of an elementary school classroom in Atlanta through “Teach for America,” where I saw educational inequity at its worst. After completing my two-year stint I moved to the Edward Brooke Charter School in Boston, where I found a similar student population, a leadership team that invested in its teachers, and a professionalization to the craft of teaching that was unrivaled in Massachusetts (and perhaps the country). I felt constantly challenged, and enjoyed the rigorous culture aimed at leveling the educational playing fields. During my tenure at Brooke I wrote the math curriculum and taught grades 2-5, and by night I received a masters degree in early education and a reading specialist degree from Lesley College (M.Ed. Reading Specialist). Now focused on raising our kids, I continue to work one day a week as the librarian at Brooke.



## Katie Jacobs

I am an Inclusive Instructional Specialist in the Cambridge Public Schools. My job is to support, model and coach teachers on how to design and create lessons for all students to access the lesson so each student makes progress and grows. Prior to my current role, I was a teacher for students with autism and a teacher for students with emotional and behavioral challenges. I also co-taught in a general education classroom for third graders. I became a teacher because I love working, teaching, and playing with kids. I believe all kids should have an opportunity to learn and grow to their fullest potential.



## Paul Kaufman

I’m a Professor at the University of Massachusetts Medical School, in the Department of Molecular, Cell and Cancer Biology. UMASSMed doesn’t have undergraduate students, so most of the teaching I do involves research training of graduate students, postdoctoral fellows and other scientists in my laboratory. It is very rewarding to help young scientists gather the skills to perform independent experiments! I also enjoy my course teaching for our graduate students, which is sometimes in the

form of lectures, but more often in an informal setting based on class discussions of the scientific literature. This is a great fit for me because I've always liked doing experiments, and also teaching others how to do them!

## Monty Krieger

I like to share what I have learned about the world, be it in the realm of history, psychology, art or science. Sharing with one person is wonderful, sharing with groups is even better. This is probably why I love to teach and became a university professor. My formal classroom teaching has been a major component of my professional career from the time I joined the Biology Department faculty at MIT in 1981. Several of my especially warm memories of teaching come from my 'guest' teaching at the TBS preschool and the Rashi school, when I shared with the children (including my own) the concepts of atoms and molecules and how they can come together to form solids, liquids, and gases. Demonstrations including the 'electric pickle,' liquid nitrogen, the world's oldest known rock and making green slime were particularly fun. An unusual feature of my teaching Biology to undergraduate and graduate students is that I never took a Biology course in my life, EVER – including high school! I was trained as a chemist.



## Carla Kopikis



I was drawn to teaching at a very young age. Our family moved from South Africa to the United States on my first birthday, and from the age of three on, I have strong and happy memories of my mom as a teacher. She was a passionate educator who later became a school principal (she was Head of Rashi School in its formative years).

I began teaching Hebrew school as an undergraduate student at Clark University and enjoyed teaching kindergartners at a Jewish school in London during my junior year abroad. After college, I taught fourth grade at the Maimonides School and religious school at Temple Israel in Boston. Inspired by students with diverse learning needs, I decided to pursue special education and completed my Master's degree in Special Education at University of Massachusetts Boston. I was a Learning Center teacher at the Mason-Rice Elementary School until December 2009, when I welcomed our twins, Adar and Dahlia. I now work as a private tutor, and recently became a licensed Zumba instructor. I am thrilled to connect with my students each week.

## Nancy Kreiger



I have the joy of "dancing" with the preschool set! I incorporate into my teaching my interests in psychology and early childhood development, and my training as an MFA in dance and a Registered Dance Movement Therapist. My teaching employs movement to promote emotional, social, cognitive and physical integration for health and well-being. In class we explore qualities and awareness of movement, alignment, patterns, and expressions of feelings. We actively connect the mind and the body.

The best part of teaching dance is my sharing with children the joy of moving and learning. When my students – some are second generation students – enthusiastically greet me outside of class and introduce me to parents as their teacher "Dancy Nancy," I know they have experienced the magic of dance and its power to connect souls. As Snoopy says, "To Live is to Dance, To Dance is to Live!"

## Kristina Krok

When I was teaching arts and crafts to young children as a teenager, I never imagined that I would be doing it again as my "encore" career after 20 years of working in the biotech industry. Today I oversee several arts and crafts programs for the JCC doing what I call 3D or structural crafts. Often we use recycled or common materials that you can find around the home. What I love about teaching is the sense of accomplishment that the children achieve after finishing their creation. Often kids who say "they can't do art" progress to building things on their own at home. It's also rewarding to see how quickly their fine motor abilities can progress. Often the projects are things that the child can play with later. Most of all, it is deeply satisfying for me to see children discover and develop their own sense of creativity. For me, it doesn't get any better than that.

## David List

My desire to work in education began in my early years as a student at Solomon Schechter of Chicago. If you asked me what I wanted to be when I grew up, my answer was principal of a Jewish Day School. This was not because I was the next great Talmudic scholar, but because of the time Mr. Jay Leberman took to get to know an antsy and rambunctious elementary school student. As I continued as a lost soul on my educational journey I got to know my school administrators very well along the way. It was those administrators who inspired my career and guided me to where I am today as the Dean of Academics and Student Activities at Medway High School.

## Katie Metter

Over 1,100 students have walked through my classroom over the past 11 years. I decided to become a teacher because I love history and wanted to “make a difference.” These values still motivate my work today, but spending 7 hours a day with 13 year-olds is a whole lot wackier and more rewarding than I anticipated. Helping students see the humanity in the Americans who risked their lives to create a nation, untangling the complexities of the North’s relationship to slavery in the 1850s, finding inspiration in the courage of students standing up for their right to freedom of expression during the Vietnam War – these are the highlights of my year. I have come to realize that the difference I can make does not end with imparting the subject matter, but begins when I can spark curiosity, build confidence, and encourage questioning. And if someone happens to learn a thing or two along the way, I’ll take it!



## Matt Robinson

I have taught for over 20 years in public, private, charter, and parochial (including Jewish) schools. Wherever I go, I notice that the grade does not matter; as long as the students are motivated, they can succeed! I have also written for and about many schools and academic institutions, and having that 50-foot view is both exciting and, frankly, discouraging. There seems to be too many educational experiments going on and the kids are the ones who usually lose out. The top-down demands are overwhelming and the bottom-up supports are not always appropriate (despite best intentions of parents and teachers). Even in the “good” districts and “successful” schools, many students fall through the cracks. That is why I keep in touch with as many former students as I can and keep looking for more opportunities to engage and encourage. As Talmud says, “whoever saves a life...it is considered as if he saved an entire world.” That is why I teach.



## Jonathan Schechner

“Teach the children so it won’t be necessary to teach the adults.” Abraham Lincoln’s quotation hangs in our school’s faculty room and for years I passed it two or three times a day, giving it little thought. Now I find myself pausing and reflecting on these words more than ever.



When I made a career change from litigator to teacher, I told people I was following my passion - my love for learning and working with children. Every day and every class period are different. I look forward to my students’ questions and the new perspectives they share.

But tragedies from Columbine to the Tree of Life Synagogue have forced me to re-evaluate my reasons for teaching. Teaching has become a calling to honor an obligation I owe the next generation. It is not about teaching history, English or math; it’s about teaching students how to be global citizens. How to be kind, compassionate, and open-minded learners. How to instill in our youth a desire to better themselves and those around them. These are the lessons that endure, and prove the truth and importance of Abraham Lincoln’s words.

## Brian Shoemaker

I’m starting my 19<sup>th</sup> year teaching math, and one of the best things about my profession is that you’ve never seen it all. Several times already this year I’ve had students ask questions or give answers that taught me yet another way to look at a problem. I tell the kids that I like math because it doesn’t lie to you: we may find many ways to get to the right answer, but eventually we’ll all agree that it’s the right answer. I think of my job as teaching kids to problem solve, think critically, and learn to justify their answers. Math is just the vehicle I use to do these things.



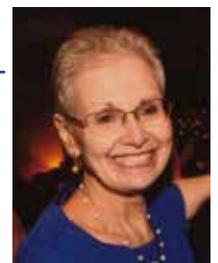
## Greg Stoller

I taught for 15 years at the Boston College Carroll School of Management. I now teach courses in entrepreneurship, global strategy, and management, and run the Global Management Experience Program and the Asian International Consulting Project at Boston University in the Questrom School of Business. I am a published author of the book *Strategies in Entrepreneurial Finance with Accompanying Case Studies* and of business articles, Op Eds and case studies detailing the successful practices of U.S. and international firms. Finally, I am also actively involved in building entrepreneurship and international business programs, and mentor student teams that participate in business-plan and venture capital competitions.



## Cheryl Weisman-Cohen

I taught kindergarteners French on the floor and helped international executives and MBA candidates improve their English. My career now focuses on SAT/ACT preparation; tutoring 1:1 involves creating a profession-



al relationship with teens and parents while they learn about the college admission testing process. For more than 20 years, I have happily shared the students' joy of success and their good news regarding college acceptances. I not only create a tailor-made preparation program - I also encourage students to think positively while developing patience and perspective on the way to their goals. To balance obligations and maintain healthy boundaries, our stressed teens need time to breathe. My wish remains . . . more teens learning to successfully navigate this path.

### **Read on as some of our TBS educators share their stories of teaching the children who fill our Children's Center.**

#### **Stephanie Berman**

I teach one and two-year-olds in *Keshet*. It is my philosophy that early childhood education is about supporting children to grow into their best selves. I am part of a team of teachers who create the optimal environment for play, learning, and developing a strong sense of wonder. We thoughtfully select materials, textures, and colors for sensory and motor development. The *Keshet* class helps children develop language, social, and emotional skills through guiding parallel play and modeling successful peer interactions with students and colleagues. The best part of being a *Keshet* teacher is building relationships with children, and giving them a positive first educational experience.



#### **Marissa Elstein**

This is my second year at Temple Beth Shalom and I love teaching Kindergarten Enrichment here. Since our curriculum is driven by our students' interests, we embrace spontaneity. So far this year we already introduced a wide range of activities from sewing to map making; we even started reading a chapter book together as a class. At TBS I'm fortunate to be part of such a knowledgeable community of teachers who share their ideas and support. I love being an educator because it's exciting to introduce students to new experiences and in many of these learning moments I also gain new insight. I anticipate this year will be filled with many creative adventures and I am excited to see where our imagination takes us.



#### **Beth Gilefsky**

For the past six years I have had the privilege of teaching the four and five-year-olds here at the Temple Beth Shalom Children's Center. After many years teaching in the Needham public schools, it was my own children's attendance at the children's center that led me to this path on my teaching journey. Throughout my career, I have always been passionate about teaching children,

but I particularly love doing it in an environment as caring and inclusive as Temple Beth Shalom. Our school community and culture parallel the greater Temple community. It is incredible watching the Jewish values of *chesed*, *tzedakah*, and *tikkun olam* begin to come to life in even our smallest members. Each day is a new adventure filled with learning and laughter. What I enjoy most is building relationships and instilling a sense of belonging in each child.

#### **Kylie Noe**

I am a toddler teacher in the *Keshet* room at Temple Beth Shalom Children's Center. This is my fourth year teaching at TBSCC. I am originally from a very small town in Missouri and have lived in the Boston area for 8 years after moving here to be a teacher. I have always had a passion for teaching and learning with children. I enjoy working with the youngest children because they show the most growth and development over the short time I get to be with them. If you observed me in the classroom, you would most likely see me snuggled up reading a book with several kids on my lap or turned upside down on a wall trying to encourage gross motor development. Being a teacher at TBS is a very rewarding experience and I am so grateful to be a part of this warm, loving community.



#### **Katie Phelps**

I can't remember a time in my life when I didn't want to be a teacher. My grandmother was a teacher, and she would often take me to school with her. When I was asked, "What do you want to be when you grow up?" I always knew the answer. Although I've taught all ages (here in the US and France) I finally found my forever home in Needham and at TBSCC. Working with young children and watching them learn and grow from our youngest children through kindergarten are truly amazing. I am so grateful to be part of the TBSCC community!



#### **Steven Shimshak**

I have taught three-to five-year-old children here at the Children's Center for the last seven years. What I love most about teaching is that students come to us without preconceived notions about school life. They are free of any negativity or inhibitions about learning. Each day preschoolers immerse themselves in experiencing, growing, laughing, loving, and learning without any mental static or interference.



Aristotle first suggested the idea of “tabula rasa,” the notion that we are born into this world as a “blank slate” waiting for life to happen, open and ready to learn. That same idea pertains to preschool students. These magical years of childhood are a time of wonder. When I am invited by the children to explore with them, I feel so fortunate to have a tiny window into their minds through an unfiltered lens; it is the gift of “tabula rasa” that inspires and revitalizes me each and every day.

### **Masha Silva**

My background is in early education and in architecture. You might say “career switcher,” but wait! Every day, as an educator, I create and design an environment that facilitates children’s desire to learn. A big part of my job is to build on children’s natural curiosity.



As they explore materials, they experiment and test their ideas. Doesn’t that make me an architect as well? Having a background in architecture also helps me see the architects in children. I enjoy observing young designers in my classroom, who already brainstorm, sketch, design, and construct. They create parks and dream houses, build skyscrapers and bridges, and so much more while using all kinds of materials. The children often have to collaborate on these projects and are learning to express their ideas in words and pictures, to give and receive feedback on each other’s work, to extend their thinking in new ways, and most important - to wonder. I also wonder, what other “hats” besides educator and architect do I wear when working with children?

### **Gabi Soble**

I teach three and four-year-olds in the *Adamah* classroom. I never planned to teach young children, and I spent nine years as a Hillel Student Activities Director. I loved working with Jewish college students, but after having my first child I realized that I wanted to raise my daughter in a Jewish environment and give her a Jewish education both formally and informally. I couldn’t do that working so many evenings and weekends at Hillel. I decided to find a position that would enable me to raise my kids the way I wanted and to continue as a Jewish educator, which led me to TBS. Teaching early childhood has blended my passions: my love of young children, and my ability to impart to others what I love about Judaism - community, people, customs, traditions, music, and art. I think the focus on social and emotional development in children this age is inherently Jewish. To be a good person starts with being kind and friendly towards others, solving problems productively and kindly, making real connections, and developing meaningful relationships with others.



### **Michelle Voskov**

Ever since I was young, I wanted to be a teacher. Now I get to fulfill this dream every day as an educator of three-year-olds. I teach children year round and have the privilege of getting to see them learn and grow every day. My goal as an educator is to support children in becoming lifelong learners. I strive to provide rich play-based experiences where children develop cognitive, social, emotional, and physical skills in an authentic and meaningful way. I also develop a curriculum that builds on children’s interest and knowledge. I support children in embracing our school’s guiding principles of taking care of themselves, each other and our world. The best part about being an educator is developing lasting relationships. As the children get older and move on to their next class, I continue to get warm greetings and hugs from both the children and their families.



### **Nicole White**

I decided to become a teacher after interning for two years in the Pediatric Outpatient Psychiatry Department at Children’s National Medical Center in Washington, DC. While



working there I heard patients recall some of the darkest circumstances with which young children can be faced. I was determined to work in a capacity where I could see the whole child as they tackle both challenges and strengths each day.

As a teacher in the Children’s Center, in a four and five-year-old class, I try to instill a love for learning and an inquisitive nature in my students. Allowing them to guide our discussions and the topic of studies provides them with a more meaningful understanding of the content. I am reminded each day why teaching young children is so special. I hear the inquisitive, enthusiastic and passionate voices of the future and watch my students grow up so quickly, as just a year or even a month makes a huge difference in the development of young children.

# What's in a Jewish Name?

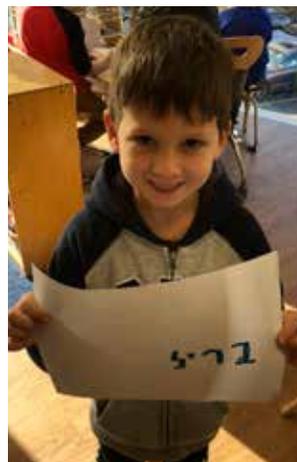
By Ellen Dietrick and Rachel Happel

One of the values of our learning programs at TBS is Living Torah or מִיִּזָּה תּוֹרָה, *Torat Chayim*. As stated in our guidelines, “Our children’s learning is grounded in the riches of Jewish tradition in ways that are accessible, relevant to their lives, and applicable beyond the walls of our Temple home. In these ways, we inspire children to develop relationships with Judaism that are ever evolving and growing.” To this end, our kindergarten and first graders in our Kindergarten Enrichment, *Mayim*, and *Mayim Tamid* programs have been immersed in a project focused on one of the most relevant topics to a young child - their names! For the past three months the children have been studying every aspect of their Jewish names as well as the roles names play in Jewish tradition.

In Jewish tradition, it is a custom to have a Jewish or Hebrew name that is used for lifecycle events within the *kehillah* (“community”), such as at a baby naming, a bar or bat mitzvah ceremony, a wedding, a funeral, or when you are called up to the Torah. Our Jewish or Hebrew names connect us to our families, to the community, and to our history. A baby named Daniel or Rebecca may help us remember a beloved relative who has passed away, but his/her name is also a link to every Daniel or Rebecca back to biblical times. Many Sephardic Jews name their children after family members who are still living, while many Ashkenazi Jews name their children in memory of special relatives who have passed away.

Our young learners explored this topic by interviewing members and staff throughout the Temple about their names. Armed with pencils and clipboards, they asked, “What is your name? Do you have a Jewish name? What is the story behind your Jewish name? What does your name mean?” We then compared the results and discussed their observations. The children learned that at TBS, some

families have blended these two traditions and named their children after both living relatives and those who have passed away. Some people have names with no meaning and others have names chosen for their meaning. Children commented that Jewish names sound strange and we discussed the reasons why. The children came to the conclusion that names from a different language may sound new and strange to us. They noticed that for some people, their middle name is their Jewish name, and that many people are named after great-grandparents. Throughout this exploration, the children took pride in discovering their personal connections to their families, their community, their history, and the Jewish people around the world. They have learned to recognize and write their names in Hebrew letters, using a wide variety of materials such as playdough that we make, fuse beads, and fingerprint to form the



## Recent Events

### Chanukah at the MFA with Three Score/More or Less



### Scholar-in-Residence Weekend with Rabbi Eric Yoffie



letters of their names. With each creation of their names, the shapes of the letters and their order become embedded in their minds and they can now write them from memory.

They have explored the meaning of their names and the reasons their parents chose them, completing a questionnaire with their parents and then sharing their name stories with others. They learned stories from the Torah in which our ancestors received new names. Their teachers expertly retold the story of Avram and Sarai, who became Avraham and Sarah, the first people who received Jewish names. Using sequence cards, the children have learned to retell the story on their own. Finally, they each created beautiful projects to showcase everything they learned.

Through this study, the children have learned the stories of their everyday and Jewish names, learned about the people they were named for, and how their names connect to the Torah or our Jewish ancestors. To celebrate their learning, later this month, we will highlight names at Simchat Shemot, a special ceremony where each child will share his or her Jewish name.



## Welcome New Members

Rebecca and George Gannon & Charles (0)  
Keith and Marisa Kenney & Maxwell (1)

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THE MINIMUM DONATION FOR CONTRIBUTIONS TO BE LISTED IN THE SCROLL IS \$18.00.

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Rabbi Jay leading a beautiful Bat  
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Our High Holy Day Aliyah  
A Wonderful wedding ceremony for  
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Rabbi Perlman for opening Shabbat  
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### IN HONOR OF

David Wilson for his blowing of the  
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Zachary Hesser becoming a Bar Mitzvah

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Rabbi Todd for my mom's unveiling  
Rabbi Todd helping Lea prepare for  
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Rabbi Todd for the beautiful wedding  
ceremony for Brett & Sarah  
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### IN MEMORY OF

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Georgia Waltzman becoming a Bat  
Mitzvah  
Max Glazer becoming a Bar Mitzvah  
Samantha Nathanson becoming a Bat  
Mitzvah  
Leo Shems becoming a Bar Mitzvah  
Matthew Brayer becoming a Bar Mitzvah  
Lea Gruen's Bat Mitzvah

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Mitzvah  
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Jeffrey Cotton

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Harold Yampolsky  
Trosi Kaplan  
Edward M. Kaplan  
Joseph Cotton

# YAHREZEITS

## January 4

Doris Abrahams  
Herbert Ackerman  
Rutherford Atkind  
Anne Baker Loss  
Morton Bloch  
David Boodman  
Barry Bornstein  
Louis Bramson  
Jeanette Burack  
Paula S. Cohen  
Archie Cohen  
Abe Cramer  
Rose Davis  
Robert Deutsch  
Esta Katz Fargotstein  
Leonard Fine  
Gwen Freishtat  
Marsha Ginn  
Cindora Goldberg  
William Goldman  
Lena Hentoff  
Sidney H. Kahn  
Irving Kams  
Larry S. Karlin  
Philip Kates  
Mark Klein  
Patricia Koritz  
Sara Kramer  
Naomi Lefcowitz-Dephoure  
Mary Lipsitz  
Fannie Litcofsky  
Frank Lowenstein  
Hyman Needle  
Irving Pack  
Boris Revzin  
Max Rosenberg  
Lillian Ross  
Samuel Schatz  
Frances Schultz  
Harry Shapiro  
Richard Shifman  
Morris Silverleib  
Frances Stearns  
Beatrice "Bea" Stern  
Morris Taitz  
Jeff Vinton  
Ruth Zuker

## January 11

Rita Aronson  
Gladys Berlowe  
Jack Bromberg  
Arthur Cohen  
Bessie Darish  
Sonia Ediff  
Ruth Greenfield Ellis  
Herman Fine  
Pauline Fine  
Jason Fishman  
Georgia Freid  
Louis Glaser  
Irwin Glazier  
Juana "Chiqui" Goldstein  
Vera Goldstein  
Margery Goodman  
Irving Gorden  
Sylvia Gordon

Jacob Hyman  
Kate Kaplan  
Miriam Katzman  
Jedida Lachower  
Jeanne Levine  
Mark Jay Levinson  
William Lurie  
Nathan R. Melen  
Ruth Orkand  
Samuel Peck  
Barbara Perlman  
Sonya A. Pike  
Edward Raskind  
Alan Rockmore  
Elizabeth Rosenfeld  
Harriette Rosenthal  
Leonard Rubin  
Isadore Sacks  
Nathan Saul  
Sam Scheib  
Lorraine Berner Sher  
Isadore Shulman  
Abraham Shwom  
Mier I. Spector  
Ruth Stanger  
Robert J. Star  
Doris Stern  
Abraham Arnold Tannenbaum  
Philip Tasgal  
Ethel Berkowitz Tobin  
Lillian Wallack  
Nathan N. Weiner  
Herbert L. Weinstein  
Walter Wekstein  
Minnie Yanofsky

## January 18

Norman Aliber  
Charles Appelson  
Louis Berg  
Melvin Berkowitz  
Sidney Birnbach  
Pearl Blum  
Norman L. Blumstein  
Kay Bookman  
Irma Cohen  
Stanley Coleman  
Sol Davidson  
Dorothy K. Diamondstein  
Julius Feigelman  
Donald Flaxman  
Ruth Flicop  
Charlotte Francer  
Jeannette Freshman  
Allen Garf  
Doris Geffen  
Constance L. Gitelman  
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Benny Goldsheid  
Jerome Daniel Goodman  
Edward Gottlieb  
Leonore Gumpert  
Shirley Harmon  
Joel Karten  
Stuart S. Kaufman  
Gertrude Koss  
Alma Kussell  
Lillian Lefrak

Ernest Lichtman  
Ruth Messing  
Bernard Moller  
Norman Ostroff  
Rochelle Phillips  
William S. Robinson  
James Samter  
Louis Satz  
Sidney Schnitt  
Ethel Singer  
Anne Sobel  
Linda Stern  
Susan Devora Tamir  
Rose Tasgal  
Teddy Troderman  
Norman Urwitz  
Miriam Weinstein

## January 25

Dennis Acker  
Zelda Yogel Andler  
David J. Aronson  
Mildred Aronson  
Sumner "Sonny" Balder  
Sally Blatt  
Morris Butt  
Sarah Carmen  
Godfrey Cohen  
Sylvia Copeland

Dora Crocker  
Lars Eriksson  
Sherman Feller  
Saul Fine  
Frank S. Ganak  
Samuel H. Goldberg  
Adelle Goldsmith  
Roberta Milender Goldwyn  
Irving Gottlieb  
Jacob Grossman  
Renee Hart  
Adele Hillman  
Morris Isikoff  
Ron Kalish  
Sadie Katz  
Amelia Kornfeld  
Henry Lichtman  
Marlena Schreider Masur  
Catherine Miller  
David E. Miller  
Goldie Pinals  
Nathan Roberts  
Dorothy Rosenblatt  
Anna Roth  
Elizabeth Satz  
Meriam Braverman Schatton  
Laura Schuyler  
Joel Seidman  
Sidney Shapiro

Eric Sharton  
Sarah R. Sherman  
Norman Simon  
Joseph "Joe" Singer  
Robert W. Stager  
Henry Stone  
Albert Weener  
Morris Weinberg  
Elizabeth Zalinger  
Eli Zaval  
Joseph Zeidman

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We extend our sympathy to...

Eric and Nancy Ostroff, Jessica and Andrew  
on the passing of their father and grandfather,  
Carl Roy Ostroff

David Grebber, Elissa Grebber  
Ben, Rachel and Jacob  
on the passing of their mother, mother-in-law and grandmother,  
Irma Grebber

Ken Willis  
on the passing of his aunt,  
Marianna McGuffin

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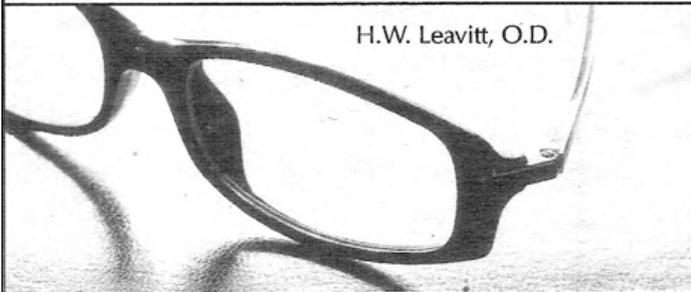
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